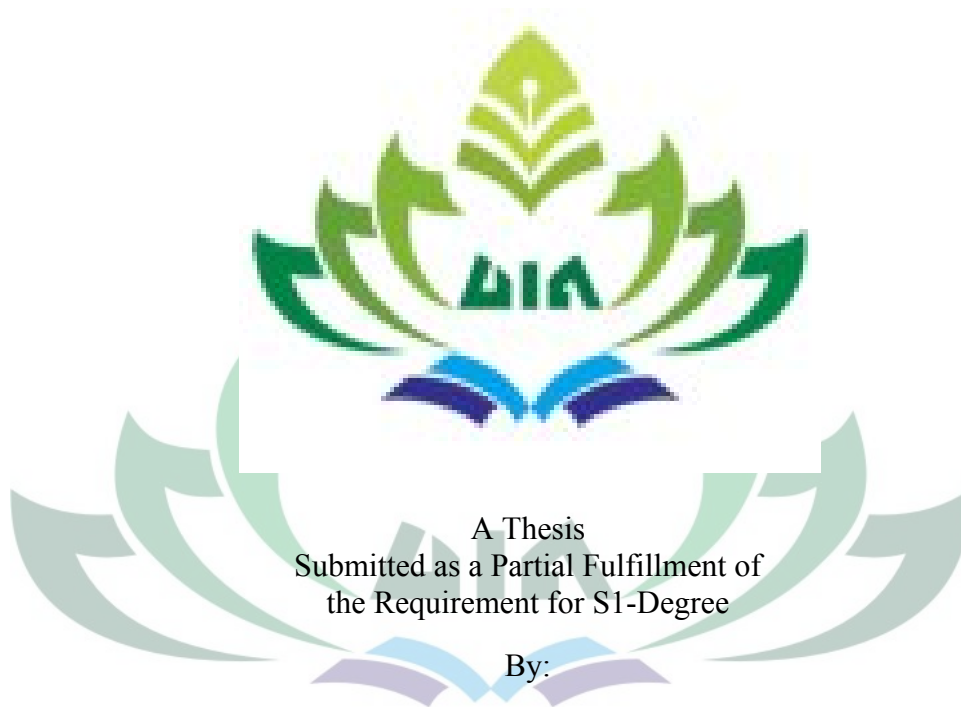


**THE INFLUENCE OF USING SHORT TEXT MEMORIZATION TECHNIQUE
TOWARDS STUDENTS' REPORT TEXT WRITING ABILITY AT
THE SECOND SEMESTER OF THE ELEVENTH GRADE OF
SMA ASSALAM TANJUNG SARI SOUTH LAMPUNG
IN THE ACADEMIC YEAR OF
2016/2017**



A Thesis
Submitted as a Partial Fulfillment of
the Requirement for S1-Degree

By:

Riyanti Lestari
NPM.1211040087

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

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Study Program : English Education

Advisor : Bambang Irfani, M.Pd
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**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF USING SHORT TEXT MEMORIZATION TECHNIQUE TOWARDS STUDENTS' REPORT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA ASSALAM TANJUNG SARI SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

By:
Riyanti Lestari

Writing is often considered as a difficult subject by the students because writing as a process to construct some aspects of writing such as content, mechanics, vocabulary, languages, and organization. At SMA Assalam Tanjung Sari South Lampung, the students were not interested with the technique of English teacher in teaching writing. It was supported with the fact that most of students' English score in report text writing ability test was below the criteria of minimum mastery (KKM). To solve this problem, the writer applied short text memorization technique. Short text memorization is a technique to remember a list of items or task, imagine a place you are familiar with. The objective of this research was to know whether there was an influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade at SMA Assalam Tanjung Sari South Lampung in the academic year of 2016/2017.

The research methodology was quasi experimental design. The population of this research was the eleventh grade students at the first semester of SMA Assalam Tanjung Sari South Lampung. The sample was chosen by using cluster random sampling technique. The writer chose class XI IPS 1 as the experimental class, and another one class XI IPS 2 as control class of this research. There were three steps in conducting this quasi-experimental research: pre-test, treatment, and post-test. The treatment held in three meetings in which 2 x 45 minutes for each class. The writer used pre-test and post-test to find out students' report text writing ability before the treatment and after the treatment. In collecting the data, the writer used the instrument in the form of written test. After giving posttest, the writer analyzed the data by using independent sample t-test.

From the data analysis, it was found that the result of test was $t_{\text{observed}} (0.000)$ with $t_{\text{critical}} (0.05)$, it means that the score of t_{observed} was lower than t_{critical} ($t_{\text{observed}} < t_{\text{critical}}$), so H_a is accepted. So, there is influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade of SMA Assalam Tanjung Sari South Lampung.

Keywords: *short text memorization, report text writing ability, quasi experimental design.*



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MEMORIZATION TECHNIQUE TOWARDS
STUDENTS' REPORT TEXT WRITING ABILITY AT
THE SECOND SEMESTER OF THE ELEVENTH
GRADE OF SMA ASSALAM TANJUNG SARI SOUTH
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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING SHORT TEXT MEMORIZATION TECHNIQUE TOWARDS STUDENTS' REPORT TEXT WRITING ABILITY AT THE SECOND SEMESTER OF THE ELEVENTH GRADE OF SMA ASSALAM TANJUNG SARI SOUTH LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017**, by: **RIYANTI LESTARI, NPM. 1211040087**, Study Program: English Education was tested and defended in the examination session held on: Monday, December 18th, 2017.

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MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أُخْرٍ مَا نَفِدَتْ

كَلِمَتُ اللَّهِ ^{تعالى} إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ 

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”¹ (QS. Luqman : 27)



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland: Amana Publications, 2001), p.413.

DECLARATION

Hereby, I State This Thesis Entitled “The Influence of Using Short Text Memorization Technique Towards Students’ Report Text Writing Ability at The Second Semester of The Eleventh Grade of SMA Assalam Tanjung Sari South Lampung In the Academic Year Of 2016/2017” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



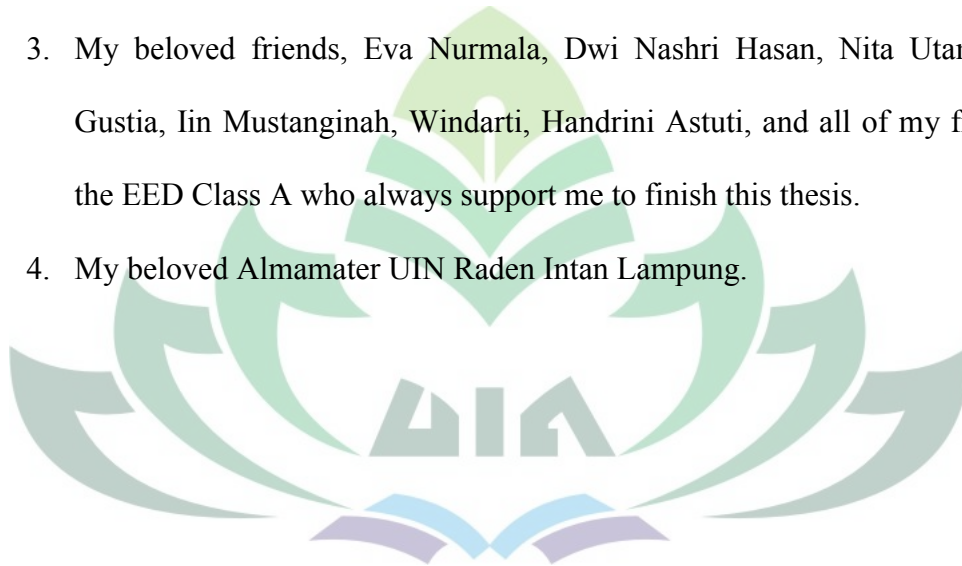
Bandar Lampung,
Declared by,

Riyanti Lestari
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DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Tukirin and Mrs. Sarina who always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved elder brother in-law and elder sister; Sumaedi, S.Pd.I and Puji Lestari, who always give me spirit and suggestion for my success.
3. My beloved friends, Eva Nurmala, Dwi Nashri Hasan, Nita Utami, Dian Gustia, Iin Mustanginah, Windarti, Handrini Astuti, and all of my friends in the EED Class A who always support me to finish this thesis.
4. My beloved Almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

The writer's name is Riyanti Lestari. She was born in Sidodadi Asri on May 20th, 1994. She is the second child of two children of Mr. Tukirin and Mrs. Sarina. She has one elder sister, whose name is Puji Lestari.

She began her study at elementary school of SD N 2 Kertosari in 2000 and graduated in 2006. Then, she continued at Junior High School of MTs Assalam Tanjung Sari in 2006. After graduating from Junior High School in 2009, she continued again at Senior High School at SMA Assalam Tanjung Sari in 2009 and graduated in 2012. Then, she continued her study in the Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.

During her study in UIN Bandar Lampung, she joined in some organizations in her faculty called ESA (English Student Association), and UKM Bahasa. She also joined GENBI (Generasi Baru Indonesia) from BI (Bank Indonesia).

ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Short Text Memorization Technique Towards Students’ Report Text Writing Ability at the Second Semester of the Eleventh Grade of SMA Assalam Tanjung Sari South Lampung in the Academic Year of 2016/2017” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University (UIN) Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with his personel, who has given an opportunity and for bearance to the writer when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung.
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Finally, it has to be admitted that nobody is perfect and the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the writer expects that the thesis is useful for the writer particularly and the readers generally, especially for those who are involved in English teaching profession.



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Human beings who live in the world always interact and communicate one to another in order to fulfill their need and wants. To interact and communicate, we as human being need a means that could be used for doing those activities. In this case, the means that was used in the communication is language. Language is a means of communication which is produced by speech sounds to get something about what human's need¹. In addition, language was the system of communication in speech and writing used by people of a particular country. Thus, the language itself is very important in human's life to communicate.

As Allah said on Q.S. Ibrahim: 4.

وَمَا أَرْسَلْنَا مِنْ رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُمْ فَيُضِلُّ اللَّهُ مَنْ يَشَاءُ وَيَهْدِي مَنْ يَشَاءُ ۚ وَهُوَ الْعَزِيزُ الْحَكِيمُ ﴿٤﴾

“And We did not send any messenger except in the language of his people to state clearly for them, and Allah sends astray (thereby) whom He wills and guides whom He wills. And He is the Exalted in Might, the Wise”²

¹Andrew D Cohen, *Assesing Language Ability in the Classroom*, (Boston: Heinle & Heinle Publishing, 1994), p.16

² *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam: 1, p.1138

It means that language is used to make us understand about something and to interact each other with language. On the other hand, language is means to communicate and get something about what human's needs because language is important to make clearly about anything information of in this world. Language is also make us get more knowledge.

Learning language was very important, because we could interacted to the other people. All of people had to master international language, that was English. Some countries used English as second language, for example, Malaysia and Singapore. On the other hand, in Indonesia, English was used as foreign language. The function of English was not only to communicate to the other people in the world, but also for getting knowledge, job, and other things as well. It is supported by Harmer stating that a language function is a purpose you wish to achieve when you say and write something.³ English had four skills, they are speaking, reading, listening, and writing. All of the skills are important to learn.

The students in the school were still shy to use English everyday, because they thought that English was difficult to learn, especially writing. They were still confused what should they write, because they had a little of vocabulary and are afraid to do mistakes grammatically. As consequence, they could not expressed their

³Jeremy Harmer, *How to Teach English*, New Edition, (Harlow: Pearson Education Limited, 2007), p.76

though, opinion and feeling. On the other hand, the students thought that writing was boring to do. It could be concluded that it needed hard-work to master writing skill.

According to Oshima and Hogue, writing is not easy. It takes study and practice to develop this skill.⁴ Writing could be used in our daily activities. For example, the student could write the instruction how to make a cake, how to make mango juice or the other ways. To write the daily activities, they had to know the grammatical, such as tenses, vocabulary, and function of the text.

There were some kinds of texts in writing. Texts were directed and patterned to serve author's purpose. Each text type had a different social function, general structure, and language features. There were many types of texts that were studied by students in Senior High School such as narrative, descriptive, recount, procedure and report texts.⁵ That text was taught in the different class and semester.

This research was focused on writing report text because that was one of lessons in English subject in Senior High School especially in the eleventh class. Report text is a text that tells a news or describe analysis. The function of report text is to inform something to reader. Sometimes, the students were confused with the specific generic structure and the tense that was used in the report text. Therefore, the result was students didn't understand when they learnt report text.

⁴Alice Oshima and Ann Hogue, *Writing Academic English*, (3rd Edition), (New York: Addison Wesley Longman, 1999), p.3

⁵Emi Emilia, *Pendekatan Genre-Based Dalam Pendekatan Bahasa Inggris Petunjuk Untuk Guru*, (Bandung: Rizki Press, Cet.Pertama, 2011), p.74

To get the data of writing score, the writer did preliminary research by interviewing an English teacher, Mr. Sutowo,S.Pd. The result of interview was students made errors in writing English especially report text. The students had difficulty to develop their ideas in writing report text. The following was the table of the first semester students' score of writing ability.

Table 1
The Students' Writing Score in the Second Semester of the Eleventh Grade at SMA Assalam Tanjung Sari South Lampung in the 2016 Academic Year

No	Class	Students' score		Number of students
		<75	≥75	
1	XI.IPA	26	8	34
2	XI.IPS 1	28	4	32
3	XI.IPS 2	28	2	30
Total		82	14	96

Source: Scoring Book of English Teacher (Sutowo)

The English teacher, Mr. Sutowo, in SMA Assalam Tanjung Sari said that the criteria of minimum mastery (KKM) for English subject in Senior High School were 75. From the data above, it could be seen that only 12 students got high score for English subject. On the other hand, 107 students got bellow the specified standard that had been set.

By interviewing the English teacher in Senior High School Assalam Tanjung Sari South Lampung, the writer knew that the students were difficult to learn English subject. It was because many aspects and skills such as reading, listening, speaking and writing that were used and students' motivation was still low. It made the teacher had to work hard to teach English subject.

By interviewing the students, the English teacher did not use interesting media. The teacher used free writing technique. The teacher asked students' to write freely about something that they wanted to write without think whether the grammatical was good or not. After that the students' had to reread it and circle the main idea in that text. If the students' got the main idea they had to rewrite again the text. So, it made students confused and wasting their time to find the main idea. Therefore, the result of their writing was low.

Based on the explanation above, the problem in teaching writing could be solved by used short text memorization. Memorization of a small amount of material, and constant repetition, is the only option.⁶ Short text memorization is process of images, sounds, ideas, words, phrases, and even times and places are encoded, so we can recall them later. To effectively learn "lines", one may use several different kinds of memory at different times in the process of encoding, storing and recalling the text at hand.⁷ It could be concluded that short text memorization was one of the techniques that could made the students express their ideas, word or phrase in a line or a text.

When we see, hear, or write something, we could memorize it and could retell it to our friend. According to Amstrong, he says that identifying the structure will make it more memorable, and help you to find the chunks of thought within it.⁸ This method

⁶Jan Pleuger, *How to Teach Modern Language*, (New York: Multilingual Matters, 2001), p.156

⁷Eric Amstrong, *Memorization and Practice*, (New York: York University, 2010), p.1

⁸*Ibid*

was being able to improve writing skill. By memorizing the texts or paragraphs, the students were challenged to make a text. In this case, short text memorization was proposed to improve students' report text writing ability. Based on the previous research, it could be beneficial for English teachers since it is a meaningful technique to teach English.⁹

Based on the background above, it was expected that by using short text memorization technique, the students could be more active and critical. Afterwards, they know how fun studying English is, because the teacher gave them the difference way and a feedback in organization, language use, content of writing, and vocabulary. So, the writer was interested to do research about writing in SMA Assalam Tanjung Sari South Lampung, the title is: "The Influence of Using Short Text Memorization technique towards Students' Report Text writing ability at the Second Semester of the Eleventh Grade of SMA Assalam Tanjung Sari South Lampung 2016/2017 Academic Year".

B. Identification of the Problem

- 1) Uninteresting technique to teaching writing.
- 2) Wasting their time to express their idea freely in writing form.

⁹Vice Melodiana, *Using Short Text Memorization Technique To Improve The Seventh Graders' Speaking Skill At Smp N 17 Malang*, (Um Fakultas Sastra, 2011)

C. Limitation of the Problem

In this research, the limitation of the problem that was using short text memorization towards students' report text writing ability.

D. Formulation of the Problem

Based on the background above, the writer formulated the formulation of the problem: Is there a significant influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade of SMA Assalam tanjung sari south lampung in the academic year 2016/2017?

E. Objective and Uses of the Research

1) Objective of the Research

The objective of the research was to know whether there was a significant influence of using short text memorization towards students' report text writing ability.

2) Uses of the research

a) For the students

By using short text memorization technique, it was expected the students are more interested and motivated in learning English to get positive effect on their English achievement.

b) For the teacher

By using short text memorization, it was hoped that the teacher could improved their creativity in teaching English and could attract students to

learn english in order to the students can express their ideas, feeling, and thought in writing a text.

c) For the school

It was expected that the research could provide useful input in improving the quality of learning in the school.

F. Scope of Research

1) Subject of the Research

The subject of the research was students at the second semester of the eleventh grade of SMA Assalam Tanjung Sari South Lampung.

2) Object of the Research

The objects of the research were the use short text memorization and students' report text writing ability.

3) Place of the Research

The research was conducted at SMA Assalam Tanjung Sari South Lampung. It was located in Jl.Raya Kertosari Kecamatan Tanjung Sari Lampung Selatan.

4) Time of Research

The research was conducted at the second semester of 2016/2017 Academic year.

CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Teaching English as a Foreign Language

A language has different system, because each language was unique and various, either grammatical, vocabulary or pronunciation. Learning English was not as easy as mother-tongue, because of the differences in grammatical, vocabulary and pronunciation, so the students may find the difficult when they learnt target language or English. English is international language which is used in the world. It is English as a foreign language is generally taken to apply students who are studying general English at school and institutes in their own country or as transitory visitor in a target language country.¹ Through English, we could make interaction with people from other country because English was the most language that used by the people in the world. It is taught from Elementary school up to University. It was expected that the students of Indonesia are able to use English both of in written and spoken.

English was the first international language in the world. Most of international activities used English as main tool in communication. For most Indonesians, English tends to be very difficult because the Indonesia language has no tenses that are similar to the tenses of English.² Most students in Indonesia consider English as a difficult subject which made them frustrated. Many of them failed to graduate from

¹Jeremy Harmer, *How to Teach Writing*, (London: Longman, 2004), p.39

²Ag Bambang Setiyadi, *Teaching English As Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 24

SMP / SMA only because of their mark of English of national final examination did not fulfill the requirement in the passing grade score. It means that the teachers are demanded to be creative in learning teaching process so the learners fun in learning foreign language.

Teaching could not be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.³ It means that, in Indonesia, English is taught as a foreign language. Therefore, English was not used for daily communication in social intercourse. It means that the students who learn English as foreign language have a little or limited exposures to use their English in real-life situation. The only opportunities they had when their teacher used English and encouraged the students to practice their English in classroom interaction.

Teaching English as foreign language gave students only little opportunity in using English for daily in communication because they usually used English only in classroom. Nonetheless, they were hoped to enjoy learning English which is not their daily life language. In addition, students were demanded to master all of language skills, they are listening, speaking, reading and writing. The teacher should encourage the students to use English as much as possible by giving changes to improve their language skills.

³Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Longman, 2007), p.8

B. Concept of Writing

Writing is one of the skills in English. It needed some ways to make a good writing in English. Writing has become a valuable tool in high school classroom for engaging students in thinking, understanding, creating, communicating, and learning. Writing is hard work⁴. It was an activity to tell the ideas to the readers on writing form, and usually it was used in the processing of communication which used the graphic symbol. Besides, according to Harmer, writing is used as an aide memory or practice tool to help students practice and work with language they have been studying.⁵ So, students could write something by practice and work regularly.

According to Oshima and Hogue, writing is not easy. It takes study and practice to develop this skill.⁶ When we want to write something, we spent much time to do it. We had to use wide vocabulary and the correct grammatical rule in writing. It was difficult to practice this skill everyday.

As Allah said on Q.S. Al-Kahf: 109

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ

مَدَدًا

⁴<http://www.hamilton.edu/documents/writing-center/WritingGoodHistoryPaper.pdf> (28th September 2013)

⁵Jeremy Harmer, *How to Teach English, First Published*, (New York: Pearson Longman, 2007), p.112

⁶Alice Oshima and Ann Hogue, *Writing Academic English*, (3rd Ed), (San Fransisco: Addison Wesley Longman, 1999), p.3

“Say: if the ocean were ink (wherewith to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it, for its aid”.⁷

According to that ayah, it can be concluded that writing is one of skill in English that difficult to do in our life and on this surah Allah said that if the ocean were ink to write words, it cannot be write all of them. So, we had to practice every day to master this skill because it can improve our vocabulary.

Writing as a process of expressing ideas or thoughts in words should be done at our leisure.⁸ To get the best writing, the students had to get the point from the text or paragraph in English in order to the messages were easy to understand. So, the words could be arranged correctly to build the sentences with the correct English verb pattern.

On the other hand, Urquhart and McIver state that writing is a recursive process and students should learn strategies for invention and discovery.⁹ When someone expressed their feeling to his or her friends, it needed special word which is correct arrangement to make their friends understand. According to Finnochiaro, writing had been characterized as written thinking. Students should be encouraged to express

⁷ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam: 1, p.1138

⁸ Sutanto Leo, et. al, *English for Academic Purpose Essay Writing*, (Yogyakarta: C.V.ANDI, 2007), p.1

⁹ Vicki Urquhart, Monette McIver, *Teaching Writing in the Content Areas*, (Alexandria: ASCD, 2005), p.1

their idea, and experience, thought and feeling on paper clearly.¹⁰ It mean that writing made students could write their ideas, thoughts, and feeling clearly and comprehensible to their friends or the reader.

In writing, we used graphic symbolic that is letters or combinations of letters which relate to the sounds we make when we speak.¹¹ Writing became the most important to learn in the context of education. We could say that there is combination of teaching and unique activity in writing. Writing is two steps process, first you figure out your meaning then you put in into language.¹²

In addition, writing is one of skills in English to process of expressing and exporting ideas, thoughts, and feelings, which used graphic symbol that offers benefits to the students to send a message. Writing could also made students creative to use the special word or correct arrangement to make their friends understand the ideas.

C. Concept of Writing Ability

Writing gives students time to share what they thought and to exert their influences over the new language and it was true event at the most elementary school level of English proficiency. According to Raimes, writing is a medium for communication, it helps us connect to others, and the reader must understand the purpose of our writing,

¹⁰Finnochiaro, *The Foreign Language Learner a Guide for Teacher*, (Boston: pearson education, 1997).p.91

¹¹Donn Byrne, *Teaching Writing Skill*, (New York: Longman, 1993), p.1

¹²H.Douglas Brown, *Principle of Language Learning and Teaching*, (New Jersey: Prentice Hall Regents, 1994), p.321

what the writer going to inform or to say.¹³ It means the purpose of writing was to give information or to expose our feeling to the reader. That the reader can understand what the information in that writing. Harmer says that by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading.¹⁴

Writing ability is the skill of a writer to communicate information to a reader or group of readers.¹⁵ It mean that writing ability was the ability to convey the ideas or thought between the reader and writer. In writing, there are five aspects, they are content, organization, vocabulary, language, and mechanic, that must be ordered by writer to make a good writing. It was needed to give clear information that as the writer means. According to Heaton, five major aspects are accompanied by explicit description of what is meant by the different band-scales.¹⁶ The criteria of good writing, there are:

- 1) Content (the ability to think creatively and develop thoughts).
- 2) Organization (the ability to write in appropriate manner)
- 3) Vocabulary (the ability to use of word/idiom).
- 4) Language use (the ability to write appropriate structure)

¹³Ann Raimes, *Technique in Teaching Writing*, (New York: Oxford University Press, 1983), p.129

¹⁴Jeremy Harmer, *How to Teach English, First Published*, (New York: Pearson Longman, 1998), p.79

¹⁵Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.22

¹⁶J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1988), p.135.

- 5) Mechanic (the ability to use punctuation, capitalization, spelling and layout correctly).¹⁷

These were aspects that could be used by teacher, lecturer, or writer to assess the student's writing. From those five aspects we could be evaluated the students' writing ability. To accomplish good writing, the writer also work hard to find right ways to do it. As bad written will be appearing ambiguous meaning in reader mind. So, writing ability was very important for writer especially to get excellent writing. Brown gives some tips that can help to improve writing ability;

1. Use acceptable grammatical systems (e.g tense, agreements, pluralization, patterns and rules);
2. Express a particular meaning in different grammatical forms;
3. Use cohesive device in written discourse;
4. Use the rhetorical forms and conventions of written discourse;
5. Appropriately accomplish the communicative functions of written texts according to form and purpose;
6. Convey links and connections between events and communicate such relations as meaning idea, supporting idea, new information, given information, generalization, and exemplification;
7. Distinguish between literal and implied meaning when writing;
8. Correctly convey culturally specific references in the context of the written text;

¹⁷Cristopher tribble, *Writing*, (China: Oxford University Press), p. 130

9. Develop and use battery of writing strategies, such as accurately assessing the audience's interpretation, using pre-writing device, writing with fluency in the list drafts, using paraphrases and synonym, soliciting peer, and instructor feedback and using feedback for revising and editing;
10. Brush up on grammar and style;¹⁸

According to explanation above, it could be concluded that writing ability was an ability to express ideas to someone or ever for public in written form that was not only activity of arranging words but also organizing the rule of grammar and idea in order to the reader was easier to understand the written form was which was content 5 aspects there are content, organization, vocabulary, language, and mechanism.

D. Concept of Teaching Writing

Teaching learning of English has objective to develop the four skills.¹⁹ Teacher must work hard to teach writing in the class, because writing is one of skills which are boring and difficult to do. If teacher find the interesting method to learn writing, it could improve the students' writing ability.

Teaching writing is teaching the way to be able to write in a foreign language. Here the students are trained systematically through writing exercise starting from basic level to the advanced level. By practicing writing, students also are able to explore

¹⁸H Douglas Brown, *Teaching by Principle an Interaction Approach to Language Padagogy*, (New Jersey: Longman, 1994), p. 343

¹⁹Cut Ummy Utamy Athya, *Improving Students' WritingAbility Through Tex Procedure*, Jambi, p.2

their ideas on their mind in written form. Teaching writing is teaching the way to be able to write in a foreign language. Here, the students are trained systematically through writing exercise starting from basic level to the advanced level.

According to Harmer, students need to learn and practice the art of putting word together in well-formed sentence, paragraph and text.²⁰ It means that the teacher should be able to train and support the students to write well. Not only learning about how to make good writing, but also the students should had to know how to make their writing better than before at the role a putting the position of their words. Besides, according to Hyland as EFL/ESL writing teachers, our main activities involve conceptualizing, planning, and delivering courses. At first sight, this seems to be mainly an application of practical professional knowledge, gained through hands-on classroom experience.²¹ It means that the teacher needs suitable technique to help the students in learning writing.

Teaching writing report text there are three phases. They are pre teaching, whilst teaching and post teaching.²²

a) Pre-teaching activity

In pre teaching activity, the teacher prepared the students' mentally and physically to involve them learning process. Learning process will not run well if the students did not ready to be involved in learning activity. So, it was best if the teacher greets

²⁰Jeremy Harmer, *Op. Cit*, p.55.

²¹Hyland, *Op. Cit*, p.1.

²²Septia Ivony Ningsih and Nor Rusdi Rosa, *Journal of English Language Teaching*, 2013

them first to ask their condition. After checking students' attendances the teacher had to make a good atmosphere in the class by creating a class become fun and enjoyable to study. Before starting to a new material, the teacher must preview a lesson in the last meeting.

b) Whilst- teaching activity

In this activity, the teacher was required to create learning process more challenging and interactive. In this section, the teacher gave motivation to the students so they feel interesting with material and comprehending easily.

c) Post- teaching activity

In this stage, the teacher gave feedback to the students towards the process and learning achievement, it could be like giving reward to every group that have finished their writing well. Then the teacher concluded or summarized the lesson with the students together. The teacher reviewed the activities that had been done.

Based on those statements, the writer concluded that teaching writing is teaching the way to be able to write in a foreign language from the basic level to the advanced level. Teaching writing is also as a process of instruction how to organize our ideas to learn and practice the art of putting word together in well-formed sentence, paragraph and text. Therefore the teacher should be creative in teaching learning process. The teacher did not only be gave a materials, but also the teacher should be as motivator for them how to write a good written.

E. Concept of Writing Process

Writing process was a process happened when the students write something better than before. Writing process is an activity that writer goes to write something from beginning until final of the written form. This process may, of course, be affected by the content (subject matter) of writing, the type of writing (shopping list, letters, essays, report, or novel) and the medium of written in (pen and paper, computer word files, etc).²³ It means that writing as a process of our mind to produce a good written started from begining until the last of the written form.

In writing process, it is essential to learn the basic writing process. At the same time it is useful to be aware of the elements that contribute to good academic writing.²⁴ Hartley says that writing is often characterized as a hierarchically organized, goal-directed, problem solving process. Writing is a recursive process.²⁵ Writing as a process to produce written product that will be used for readers. There are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in.²⁶

1. Prewriting

Prewriting, which are activities to help you generate ideas for your writing. If writers wait for the ideas to be fully developed, they may wait forever. Instead, writers begin

²³Jeremy Harmer, *Op. Cit*, p.4.

²⁴Stephen Bailey, *Academic Writing A Handbook for International Students*, (London: Routledge, 2006), p.1

²⁵James Hartley, *Academic for Writing and Publishing: A Practical Handbook*, (New York: Routledge, 2008), p.10

²⁶Alice Oshima and Ann Hogue, *Academic English*, (3rd Edition), (New York: Longman, 1991), p.3.

tentatively talking, reading, and writing to see what they know and direction they want to go. Prewriting has probably been the most neglected stage in the writing process; however, it is as crucial to writers as a warm up is to athletes. During the prewriting stage, the activities are: (1) choosing and narrowing a topic and (2) brainstorming (listing and clustering).²⁷

2. Planning (Outlining)

In the planning (outlining) the stages are:

- a. Making sublists: when you have grouped all of the points into their appropriate sublist, you have created a preliminary outline for a paragraph.
- b. Writing the topic sentence: finally, write topic sentence. The topic sentence is the most general sentence in a paragraph, it expresses the central focus of the paragraph.
- c. Outlining: an outlining is a formal plan for a paragraph. In outline, you write down the main points and subpoints in the order in which you plan to write about them.²⁸

3. Writing and Revising Drafts

Writing and revising several drafts until you have produced a final copy to hand in. At the first time, it can not be perfect writer. So you will refine and improve your writing. In the writing and revising draft there stages:

²⁷*Ibid*, p.4.

²⁸*Ibid*, p.8.

- a) writing the first rough draft,
- b) revising content and organization, and
- c) proofreading the second draft.²⁹

4. Writing the Final Copy

Now you are ready to write the final copy to hand in. Be sure that you make all the corrections that you noted on your second draft. You have to remember that writing is a continuous process of writing and writing until you are satisfied with the final product.³⁰

In conclusion, according to statement above, writing process is an activity to produce a good written form that is suitable based on the rule of writing. Nonetheless, in written language. It is needed some steps or process. The students make a good writing if they follow rule of writing process, like they begin with prewriting, planning, writing and revising drafts, and writing the final copy. Here, the role of the teacher is important for the students in writing.

F. Concept of Writing Assessment

There are some components in writing that should be well understood by the writer in order to get good writing. Tribble says that five major aspects are accompanied by

²⁹*Ibid*, p.10.

³⁰*Ibid*, p.12.

explicit descriptions of what is meant by the different band-scales. A range of possible scores is given for each band. These score can be converted into an overall grade. There are content, organization, vocabulary, language, and mechanic.³¹

Table 2
The Assessment of Writing

Areas	Scores	Descriptor
	20 – 17	Excellent to very good: Excellent to very good treatment of the subject; considerable variety of ideas or argument; independent and though interpretation of the topic; content relevant to the topic; accurate detail.
	16 – 12	Good to average: Adequate treatment of topic; some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail.
	11 – 8	Fair to poor: Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
	7 – 5	Very poor: Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4 – 0	Inadequate: Fails to address the task with any effectiveness
	20 – 17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16 – 12	Good to average: Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
	11 – 8	Fair to poor: Very uneven expression, ideas difficult to follow; paragraphing/ organization does not help the reader; logical sequence difficult to follow

³¹Christopher Tribble, *Language Teaching Writing*, (New York: Oxford University Press, 1996), p. 130

		(coherence); connectives largely absent (cohesion).
	7 – 5	Very poor: Lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion).
	4 – 0	Inadequate: Fails to address this aspect of the task with any effectiveness.
	20 – 17	Excellent to very good: Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16 – 12	Good to average: Adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11 – 8	Fair to poor: Limited range of vocabulary; a noticeable number of mistake in word/ idiom choice and usage; register not always appropriate.
	7 – 5	Very poor: No range of vocabulary; uncomfortably frequent mistake in word/ idiom choice and usage; register not always appropriate.
	4 – 0	Inadequate: Fails to address this aspect of the task with any effectiveness.
	30 – 24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement. Tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23 – 18	Good to average: Acceptable grammar – but problems with more complex structures; mostly appropriate structures; some errors of agreement. Tense, number, word order, articles, pronouns, preposition; meaning sometimes obscured.
	17 – 10	Fair poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement. Tense, number, word order, articles, pronouns, preposition; meaning often obscured.
	9 – 6	Very poor: Major problems with structure – even simple ones; frequent errors of negation, agreement. Tense, number, word order/ function, articles, pronouns, preposition; meaning often obscured.
	5 – 0	Inadequate: Fails to address this aspect of the task with any effectiveness.
	10 – 8	Excellent to very good: Demonstrates full command

Mechanics		of spelling, punctuation, capitalization, layout.
	7 – 5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4 – 2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, layout.
	1 – 0	Very poor: Fails to address this aspect of the task with any effectiveness. ³²

G. Concept of Text

A text is a meaningful linguistic unit in a context. A text is both a spoken text and a written text. A spoken text is any meaning spoken text. It can be a word or a phrase or a sentence or a discourse. A written text is any meaningful written text.³³ It means that text was a particular of paragraph that could be spoken or written text.

According to Haylan, he states that text has a structure, they are orderly grammatical of words, clauses and sentences, and by following grammatical rules writers can encode a full semantic representation of their intended meanings.³⁴ Meanwhile, language is always produced, exchanged or received as a text that is language as a system of communication is organized as cohesive units we call texts.³⁵ It mean that text consists of grammatical words, clauses and sentences that can be a system of communication.

³²*Ibid*,

³³Mark Anderson and Kathy Anderson, *Text Type in English*, (South Melbourne: Macmillan Education Australia, 1997), p.1

³⁴Ken Hayland, *Teaching and Researching Writing*, (2nd Edition), (Edinburgh Gate: Pearson, 2009), p.8.

³⁵Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29.

The text structure was how to produce and interpret a unified and coherent text and how to select and use the correct grammatical aspects a certain unified and coherent text.³⁶ According to Emilia that a text has texture and good characteristic³⁷, as follows:

a. Coherence

Coherence refers to a group clauses or sentences relate with the context.

Coherence divided into situational coherence and generic coherence.

Situational coherence is the reader can identify the text as one of the kind text such as recount, procedure, narrative, exposition, discussion, and report and can identify the structure in the text.

b. Cohesion

Cohesion refers to how the writer relates each part from the text.

Based on that explanations, it can be inferred that text is both of spoken and written text. It could be a word or phrase or sentence or discourse. A good text was a text that relates with the theme, used correct grammatical and generic structure appropriate with the text, and could be understood by the reader.

H. Kinds of Text

According to English Syllabus of School Based Curriculum (KTSP), the teaching of writing for students of Senior High School is involved the teaching of paragraphs or

³⁶Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.3.

³⁷Emi Emilia, *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris: Petunjuk untuk Guru*, (Bandung: Rizqi, 2011), p.8.

text. In English, we could find many kinds of text in teaching of writing to students. Each of these texts had its own characteristics and functions. Students should have knowledge of these texts. The examples genre of the texts are:³⁸

1. Spoof Text

Spoof text is to retell on event with a humorous twist.

a. Generic (schematic) structure:

1. Orientation: sets the scene.
2. Event (s): tell what happened.
3. Twist: provides the “punchline”.

b. Significant lexicon grammatical features:

1. Focus on individual participants.
2. Use of material processes.
3. Circumstances of time and place.
4. Use past tense.

2. Recount Text

Recount text is to retell events for purpose of informing or entertaining.

a. Generic structure:

1. Orientation: provides the setting and introduce participants.
2. Events: tell what happened, in what sequence.
3. Re-orientation: optional- closure of events.

³⁸Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Alexandria: Antipodean Educational Enterprises (AEE), 1994), pp.192-204.

b. Significant lexical grammatical features:

1. Focus on specific participants.
2. Use of material processes.
3. Use past tense.
4. Focus on temporal sequence.

3. Report text

Report is to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment. According to Linda, Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.³⁹ The subjects are about the phenomena of the world whether living things i.e. plants, animals, or non-living things i.e. phones, cars, volcanoes, and oceans. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

a. Generic structure:

1. General classification: tells what the phenomenon under discussion.

Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

³⁹*Ibid*, p.196

b. Significant lexicon grammatical features:

1. Focus on generic participants.
2. Use of relational processes to states what is and that which it is.
3. Use simple present tense.
4. No temporal sequence.

c. Language feature

- 1) Use timeless present tense
 - 2) Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
 - 3) Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
 - 4) Use descriptive language (color, shape, size, function, habit, behavior)
 - 5) Use technical terms.
4. Analytical exposition text

Analytical exposition text is to persuade the reader or listener that something is the case.

a. Generic structure:

1. Thesis: position (introduce topic and indicates writer's position) and preview (outlines the main arguments to be presented).
2. Arguments: point (restates main argument outlined in preview) and elaboration (develops and supports each point/argument)
3. Reiteration: restates writer's position.

b. Significant lexicon grammatical features:

1. Focus on generic human and non-human participants.
2. Use simple present tense.
3. Use of relational processes.
4. Use internal conjunction to stage argument.
5. Reasoning through causal conjunction or nominalization.

5. Narrative text

Narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deal with problematic events which lead to a crisis or turning of some kind, which in turn finds a resolution.

a. Generic structure:

1. Orientation: sets the scene and introduces the participants.
2. Evaluation: a stepping back to evaluate the plight.
3. Complication: a crisis arises.
4. Resolution: the crisis is resolved, for better or for worse.
5. Re-orientation: optional.

b. Significant lexicon grammatical features:

1. Focus on specific and usually individualized participants.
2. Use of material processes.
3. Use of relational processes and mental processes.
4. Use past tense.

6. Descriptive text

Descriptive text is a text which presents information about something specifically.

a. Generic structur:

1. Identification: introduce a particular or thing or place.
2. Description: describing physical appearance, quality, behavior, etc.

b. Language feature:

1. Using simple present tense
2. Using adjective
3. The use of has or have

Many texts could be used in teaching writing, such as spoof, recount, report, analytical exposition, narrative text and descriptive text. Sometimes, the students confuse to make the differences between report text and descriptive text. The differences between report text and descriptive texts are: report text is a text that discussed about something in general. Besides, descriptive text is a text that describes something in more specific. For example, the theme in report text is “the cat” it means that we have to describe about cat in general but if the theme of descriptive text is “my beautiful cat”, it means that we have to write about the cat’s writer.

But in this research the writer focused on report text as the form of writing that was investigated because this kind of writing form was concluded as the material should be learned by the students for the eleventh grade. Moreover, the students had already learned about it, so that the writer was easier to find out the influence of using short text memorization toward students’ report text writing ability.

I. Concept of Report Text

Report text is a text which presents information about something. It is as a result of systematic observation and analysis.⁴⁰ According to Ivony, a report text is a kind of text to classify and describe the ways things are, with reference to a range of natural, man-made, and social phenomena in the environment.⁴¹ It means that report text could give a reader or listener some information about something, such as news about a range of natural, man-made and social phenomena in the environment based on a systematic observation or analysis. The report text could developed their knowledge because they have to know where, when, who, what or how it happens.

To know the systematic information of report text, it has generic structure, language features and tenses, there are:

The Generic Structure of Report texts are:

1. General classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
2. Description: Describing the thing which will be discussed in detail; part per part , customs or deed for living creature and usage for materials.⁴²

Language Feature of Report texts are:

1. Introducing group or general aspect.
2. Using conditional logical connection; when, so, etc.
3. Using simple present tense.⁴³

⁴⁰Ken Hyland, 2009, *Teaching and Researching Writing*, 2nd edition, Edinburg Gate: Pearson.

⁴¹Ivony Ningsih and Rusdi Rosa, *Journal of English Language Teaching: 1999 Writing as a Technique in Writing a Report Text*. university of padang.

⁴²*Ibid*, p.196

The example of report text, as follows:

General classification	<p>Kangaroo A kangaroo is an animal found only in Australia, although it has a smaller relative, called a Wallaby, which lives in Australian island of Tasmania and also in New Guinea.</p>
Description	<p>Kangaroos eat grass and plants. They have short front legs, but very long and very strong back legs and a tail. These are used for sitting up and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds at of over 45 kilo meters per hour.</p> <p>The largest kangaroos are the Great Gray Kangaroo and the Red Kangaroo. Adult grow to a length of 1.60 meters and weigh over 90 kilos.</p> <p>Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of live.</p>

According to explanation above, it could be concluded that report text was a text to show or describe something that happen which could give a reader or a listener some information about something, such as news about a range of natural, man-made and social phenomena in the environment based on a systematic observation or analysis.

J. Concept of Report Text Writing Ability

⁴³<https://rugayaman.wordpress.com> (14 December 2012)

A report text is a Kind of text to classify and describe the way things are, with reference to a range of natural, man-made and social phenomena in the environment.⁴⁴ Report text was very important to be learned because it has relationship with daily life context, for example: news in television or newspaper, scientific report in the book, etc. Writing a report text is activity to improve the capability of students to know something new, to conduct a research, to analyze some new information in presenting a report text to the audience. Some people consider it as the main importance of report writing.⁴⁵

Because of a report text was very important to be learned, so the students are expected to produce it by using English as one of communication tools in around the world but the process of learning cannot run successfully because there are some problems faced by the students when writing a report text. The problem is as follow: First, lack of ideas, it could give influent to the students' fluency in writing. Teaching learning process, the teacher gave some exercises to every student related to the material (report text), the teacher asked the students to make a complete report text individually based on the topic given without help them to gather information as the ideas. So, they just had little information about the topic.

Second, the students got difficult to organize the ideas. Writing could be said well if the reader could catch the massage. So the students must be able to organize ideas to

⁴⁴<https://rugayaman.wordpress.com> (14 December 2012)

⁴⁵*Ibid*

make their writing can be comprehended and has meaningful message. In fact, the teacher asked the students to write a report text without guideline. They have already had the ideas in their mind, but they did not know how to make their writing had cohesion and unity.

Based on the explanation above, it could be concluded that the students' report text writing ability was the ability of the students to produce or compose a text that describes the information about a range of natural, man-made and social phenomena in the environment based on a systematic observation or analysis which fulfills such aspects of good writing as content, organization, vocabulary, language, and mechanics.

K. Concept of Short Text Memorization Technique

Memorization of a small amount of material, and constant repetition, is the only option.⁴⁶ If a topic you had not anticipated should appear, they will always be able to draw on some part of their accurate fund of written material, which has been thoroughly memorised.⁴⁷ Besides, memorize is learn well enough to remember it

⁴⁶Jan Pleuger, *How to Teach Modern Language*, Multilingual, (New York: Matters,2001), p.156

⁴⁷*Ibid*, p.157

exactly.⁴⁸ It means that memorize something need to repetition regularly, in order to it can be remembered exactly.

Short text memorization technique is to remember a list of items or task, imagine a place you are familiar with.⁴⁹ It means that the students could improve their memorize something to increase their English skills. Besides, Short text memorization is to remember something, access it a lot. Read it, write it, speak it, listen to it, apply it-find some way to make contact with the material regularly.⁵⁰

According to Armstrong, Short text memorization is process memorizing of images, sounds, ideas, words, phrases, and even times and places are encoded, so we can recall them later. To effectively learn “lines”, one may use several different kinds of memory at different times in the process of encoding, storing and recalling the text at hand.⁵¹ The basic learning of a single line begins with you using your working memory to get the line off the page into your head. It means that memorize a short text in line by line could make students understand and could re-write the text.

In conclusion, short text memorization was a kind of technique for teaching writing by asking the students to memorize all information in the text that had been given by the English teacher and then they had to re-write the text based on their memorization and their own word on their paper.

⁴⁸*Oxford Dictionary*, (4th Edition), (New York: Oxford University Press, 2011)

⁴⁹http://www.berlitz.com/SiteData/docs/Memorizati/ac43c48a27aacf07/Memorization_Techniques.pdf

⁵⁰ <http://www.ucdenver.edu/academics/colleges/CLAS/clas-advising/Documents/VIIIId.pdf>

⁵¹Eric Amstrong, *Memorization and practice*, (New York: York University, 2010), p. 1

J. Procedures of Short Text Memorization

According to Amstrong, in teaching report text by using short text memorization, it has some steps to do its technique. The students have to:

- a) Understand the text: The more text preparation you can do before you start to memorize it the greater chance you will have of remembering the ideas of the text rather than merely learning the words by rote.
- b) Break up the text: it is important to start with a small number of large ideas to a text.
- c) Write out the passage long hand on cue cards (especially if you are a fast typist - slow handwriting seems to make a big difference).
- d) Testing your memory: as you learn your text, it is essential to test what you know. This is often done most effectively with a friend or colleague quizzing you; when alone you can quiz yourself by covering the text with a card, flipping your page over, or looking away.⁵²

Procedures Teaching Writing a Report Text by Using Short Text Memorization, the steps as follows:

a) Pre-teaching

Before starting to a new material, the writer prepared the students mentally and physically in the class, because if the students did not ready the learning process does not run well. After that, the writer checked the students' attendant and previewed a

⁵²*Ibid*, p.5

lesson in the meeting. After previewing the lesson, the teacher could move to the next step. The writer gave apperception to the students by asking the question about report text and explain about it. Next, the writer explained about short text memorization and what the students should to do in this technique.

b) Whilst-teaching

In this activity, the students got a report text from the teacher. And then, the students had to read a pair with their friend, they asked each other all of information about the text. The students had to read and memorize the information of the text; when, what, where, why, who, and how it is happened. Then, the students had to write out a text on their piece of paper related with the information that they get on their text. After that, the students had to remember the general classification and description in the text in order to they could re-write the text in their textbook.

c) Post-teaching

The last step of teaching report text writing is post-writing activity. After making report text, the writer gives feedback to the students. The students should check their work. It should be done to find out the mistakes of five aspect writing. If the students got the high score, the writer gave a present to the students. After that teacher asked the students to submit their work and concluded or summarized the lessons.

K. Advantages and Disadvantages of Short Text Memorization

1. Advantages of Short Text Memorization

Short text memorization has advantages to teach report text writing ability. These are as follows:⁵³

- a) Motivate the students to begin the task
- b) Discipline to stick to the task
- c) Time management skills to practice regularly and frequently
- d) Commitment to being fully prepared by the *off-book* date: effective memorization is word perfect; paraphrasing is not good enough
- e) Determination & belief that you can/will succeed
- f) Strategies to commit the text to your short-term memory, and to convert it to your long-term memory
- g) Belief that it is important, that you need to improve at this skill

2. Disadvantages of Short Text Memorization

Short text memorization has advantages to teach report text writing ability. These are follows:

- a) Dissatisfaction with slow improvement and the effort required
- b) Memorization is a low priority, too many other things to focus on
- c) Lack of a personal memorization system or method
- d) Previous failures, lack of confidence⁵⁴

L. Concept of Free Writing Technique

⁵³ Eric Amstrong, *Memorization and practice*, (New York: York University, 2010), p.2

⁵⁴ *Ibid*, p.3

1. Definition of Free Writing Technique

According to Oshima and Hogue free writing is a brainstorming activity in which is you write freely about a topic because you are looking for a specific focus.⁵⁵ Another prewriting technique is free writing. When you free write, you write "freely" without stopping-on a topic for a specific amount of time. You just write down sentences as you think of them without worrying about whether your sentences are correct or not.⁵⁶ In other book, according to Oshima and Hogue also support that, as with listing, the purpose of free writing is to generate as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.⁵⁷ It produces raw, often unusable material but help the research overcome block of apathy and self-criticism. It is will be used mainly prose by researcher and writing teachers. Some researchers use technique to collect initial thinks and ideas on a topic, often as a preliminary to formal writing. In free writing one writes sentences to form a paragraph about whatever comes to mind.

The students wrote without regard to spelling, grammar, and no corrections. If the student reaches the point when they did not think anything to write, they write that they did not think of anything, until they find another line of thinking. At time, the student may also do a focus on free write, letting choose the topic structure their thinking. Expendig from the topic, the thinking may stray to make connection and

⁵⁵Alice Oshima and Ann Hogue, *Op. Cit.*, p.6.

⁵⁶Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (3rd Edition), (New York: Pearson Education, 2007), p.34.

⁵⁷Alice Oshima and Ann Hogue, *Loc. Cit.*

create more abstract views on the topic. This technique will help the researcher explore a particular subject before putting ideas into a more basic context.

In conclusion, free writing was an activity in which you write freely about a topic without think weather the grammatical is good or not because the teacher or researcher only want to explore a particular subject before putting ideas into a more basic context.

2. Procedures of Teaching Writing Using Free Writing Technique

There are some procedures of teaching writing using free writing technique as follows:⁵⁸

1. Write the topic at the top of your paper. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.
2. After you have run out of ideas, reread your paper and circle the main idea(s) that you would like to develop.
3. Take that main idea and free writing again.

M. Advantages and Disadvantages of Free Writing Technique

There are some advantages and disadvantages of free writing technique as follows:⁵⁹

1) Advantages

⁵⁸Alice Oshima and Ann Hogue, *Loc. Cit.*

⁵⁹*Ibid*

- Explore emotional issues on a deeper level: if students write text freely, it can make student explore more vocabulary in their text.
- Find subjects to write about: when students get main idea in the text, they can find what is the subject what they want to write.
- Accept yourself as you are: students can be themselves when they write something in a written form.

2) Disadvantages

- Feels intimidating: students have to write a text until they get a main idea in their text.
- It's unproductive: when students write text freely they just use vocabulary that they know without get new vocabulary.
- A waste of time: write text freely can waste a time because they have to find main idea on their text.

N. Frame of Thinking

When students learnt English, they had some problem. The problem in teaching English was the students were still confused to express their idea, feeling, or thought in the written form especially report text because they had lack of vocabulary and do not understand the grammatical form. On the other hand, One of the factors was technique that was used by the English teacher is not interesting. The English teacher used free writing technique as a technique to teach report text in the class.

Many types of technique or media that could be used in teaching learning process, we could choose one of it depend on our need. Technique could used to transfer knowledge in teaching learning process. One example of technique was short text memorization. Short text memorization was alternative technique that could be used to teach report text writing ability.

Report text is an information a factual text which mean it provided information about something. Furthermore, the writer concluded that short text memorization could improve students' report text writing ability and it was also could develop all aspect of text, content, generic structure, vocabulary, language feature and mechanics. Because, short text memorization technique can make students more active to improve their vocabulary, language, content, organization, and mechanics with memorize all information on the text. In addition, the students can easier to make a report text with this technique.

From those explanations above, it could be inferred that short text memorization could be used to develop students' idea in writing, especially in report text. Then, this technique could make the students are interested to follow the lesson and they enjoyed it. It could be useful for introducing a new topic or theme for them and the students can make a report text correctly. Therefore, using short text memorization technique could give positive influence for the students writing ability in report text.

O. Hypothesis

Hypothesis was the theoretical temporary answer of the research problem until they are proved by empirical data.⁶⁰ It mean that before the writer did this research and got the result, the writer had hypothesis that a part of formulation of the problem. Based on that theory, the writer proposed the hypotheses of this research as follows:

Ha: There is a significant influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade at SMA Assalam Tanjung Sari South Lampung 2016/2017 Academic years.

Ho: There is no significant influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade at SMA Assalam Tanjung Sari South Lampung 2016/2017 Academic years.

⁶⁰Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2006), p.71

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research, the writer applied experimental design in order to know the influence of using short text memorization towards students' report text writing ability. Experimental design is the general plan to carrying out a study with and active independent variable.¹ In this research, the writer used quasi experimental research design; quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter can not artificially create groups for the experiment.² In this research, the writer used two classes of students that consists of one class as the experimental class and another class as the control class.

According to Ary *et.al.*, who state that the variety of quasi experimental designs, which can be divided into two main categories, there are pre test, post test, and post test-only.³ The writer used pre-test and post-test. The writer applied the pre-test and post-test design approach to a quasi-experimental design. The writer's design could be presented in Table 3:

¹Donald Ary *et.al.*, *Introduction to Research in Education*, (8th Edition), (Canada: Wadsworth Cengage Learning, 2010), p.301

²John W. Creswell, *Educational Research*, (4th Edition), (Boston: Pearson Education, 2008) p.309

³Donald Ary *et.al.*, *Op. Cit*, p.307

Table 3
Pre and Posttest Design

Select Control Group	Pretest	No Treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest ⁴

In this research, The pretest and posttest conducted for control and experimental class. In control class, the students were given pre-test and post test without treatment. On the other hand, in experimental class, the students were given pre-test to know their report text writing ability before treatment and posttest after the treatment by short text memorization.

B. Variables of the Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization study.⁵ There are two variables in this research namely: independent variable and dependent variable. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated, and measured in the research. While the dependent variable is a variable which is observed and measured to determine the effect of the independent variable.⁶ In this research, the writer used short text memorization as independent variable (X) and report text writing ability as a dependent variable (Y).

⁴ John W. Creswell. *Op. Cit*, p.112.

⁵John W. Creswell. *Loc. Cit*, p.113.

⁶*Ibid*, p.115-116.

C. Operational Definition of Variable

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research. It also aims in other the research has clarity about the data needed, so the writer investigates the data that was related with the variables of this research. The operational definitions of the variables of this research are as follows:

1. Independent Variable (X)

Short text memorization is a kind of technique for teaching writing by asking the students to memorize all of about information in the text that has been given by the English teacher and then they have to re-write the text based on their memorization and their own word on their paper.

2. Dependent Variable (Y)

Report text writing ability is the ability of the students to produce or compose a text that describes the information about a range of natural, man-made and social phenomena in the environment based on a systematic observation or analysis which fulfills such aspects of good writing as content, organization, vocabulary, language, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.⁷ According to Ary *et.al.*, state that the larger group about which the generalization is made is called a population. A population is defined as all members of any well-defined class of people, events, or objects.⁸ Population of this research was all of the students at first semester of the eleventh grade at SMA Assalam Tanjung Sari South Lampung in the academic year of 2016/2017. The number of population were 97 students consisted of three classes.

The Population of the Students at the Second Semester of Eleventh Grade of SMA Assalam Tanjung Sari South Lampung in the Academic Year of 2016/2017

No.	Class	The Number of Students
1.	XI.IPA	34
2.	XI.IPS 1	31
3.	XI.IPS 2	32
Total		97

Source: Document of SMA Assalam Tanjung Sari South Lampung 2016/2017

2. Sample of the Research

A sample is a sub group of the target population that the researcher plans to study for generalizing about the target population.⁹ Fraenkel adds that a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of

⁶James B. Schreiber and Kimberly Asner-Self, *Educational Reasearch, The Interrelationship of Question, Sampling, Design and Analysis* (India: John Willey and Sons Inc, 2011), p.83.

⁸Donal Ary *et.al.*, *Op. Cit*, p.148.

⁹John W. Creswell, *Op.Cit.*, p.142

reasons, be different from the sample originally selected.¹⁰ The sample of this research was divided into two classes. Based on the total of population in that school were 97 students from three classes in the first semester at eleventh grade. The First class was experimental class and the other class was control class.

3. Sampling Technique

For getting the sample from population, the writer used cluster random sampling. Cluster random sampling occurs when the population is already divided into natural, preexisting groups. A cluster could be a state, district, school, classroom, metropolitan statistical area, city zone area, neighborhood block, street, and etc.¹¹ The writer conducted the research at eleventh grade. The eleventh grade consists of three classes. The writer wrote names of classes in small pieces of the paper and then rolled it up and put them into a glass. After that the writer shaken and then the writer took two pieces of the rolled papers. The first class was as experimental class and the second was control class.

E. Data Collecting Technique

In collecting the data, the writer used some techniques, they are:

1. Pre-test

The pretest was given before the treatment. It was done by writing the report text based on the provided topics. The writer gave pretest to the students in control class

¹⁰Jack R. Fraenkel, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2009), p.106.

¹¹James B. Schreiber, *Op. Cit*, p.89.

and the experimental class to measure their report text writing ability before treatment. In pretest the students asked to write report text based on the provided topics that consist at least two paragraphs and 50 minutes for time allocation.

2. Post-test

The posttest was done after the students in experimental and control class was given the treatment. It was done to know the students' report text writing ability after they were taught by using short text memorization. It was administered after treatment given to measure the influence of using short text memorization towards students' report text writing ability. In the posttest the students also asked to write report text based on the provided topics that consisted at least of three paragraphs and 50 minutes for time allocation.

F. Research Instrument

Before collecting the data, the writer made instrument. The instrument was a tool used to collect the data.¹² The research instrument that was used in this research is writing test. The writer made two instruments, they are pre-test and post-test. The instruments of pre-test and post-test were done to compose a report text. In this case, the students made a composition in report text that consist of three paragraphs (1 paragraph of general classification and 2 paragraphs of description) and 50 minutes for time allocation. The paragraph was in present tense form and the writer gave some

¹²Sugiyono, *Op. Cit*, p.133.

topics that must be chosen by students. Each student chosen one topic and wrote a report paragraph in each test.

1. Pre-test instrument :

- a. Earthquake
- b. Teacher's day
- c. Corruption

2. Post-test instrument :

- a. Flood
- b. Independence day
- c. Fire

G. Scoring Procedure

The score of test was calculated based on the following scoring system proposed by Tribble:¹³

Table 4
Scoring System

Area	Score	Descriptor
	20-17	Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate

¹³Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130.

		detail.
	11-8	Fair to poor: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	Very poor: inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	Inadequate: fails to address the task with any effectiveness.
	20-17	Excellent to very good: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	Good to average: Uneven expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	Fair to poor: Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequencing difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	Very poor: Lacks fluent expressions, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
	20-17	Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	Good to average: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	Very poor: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate
	4-0	Inadequate: Fails to address his aspect of the task with any effectiveness.

Language	30-24	Excellent to very good: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	Good to average: Acceptable grammar-but problem with more complexes structures; mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	17-10	Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	Very poor: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions; meaning often obscured.
	5-0	Inadequate: Fails to address his aspect of the task with any effectiveness.
	10-8	Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	Good to average: Occasional errors in spelling, punctuation, capitalization, layout.
	4-2	Fair to poor: Frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	Very poor: Fails to address his aspect of the task with any effectiveness.

Besides, in this research the writer used inter-rater to score the result of the test. The scoring was done by writer herself and the English teacher in the school. The scores of two raters were summed up and then divided into two.

The final score = Content + Organization + Vocabulary + Language + Mechanics

Example:

Content	: 20
Organization	: 20
Vocabulary	: 20
Language	: 30
Mechanics	: 10
Total	: 100

H. Research Procedure

1. Determining the subject

The writer determined the subject. In this case, the writer chosen the eleventh grade in SMA Assalam Tanjung Sari South Lampung as the subjects of the research, one class was as the experimental class and one was control class.

2. Determining the population and sample signing the test

The writer determined the instruments that was taught by students, the instruments was report text writing ability. The students got the same instrument for both classes in the topics.

3. Selecting the material that was given

The writer selected the materials that had suitable for the students. For example, the writer selected the report text that had easier to understand by the students.

4. Giving the treatment, the writer taught the class

The writer gave the treatment in three meetings. In the treatment, the writer as a teacher taught by using short text memorization. The writer gave the explanation

about report text. For instance, the generic structures of report texts are general classification and description. The writer also gave explanation about the short text memorization technique. After that, the students read the report text and the students could write report text based on the short text memorization.

5. Giving the pre-test, post test and score the result.

The writer conducted the pre-test before the treatment. The writer prepared a kind of test (called pre-test) that was given to the students. Then, The writer conducted the post-test after the treatment. By giving post-test, the writer knew the students' improvement in their writing ability in report text or not. This test was aim to know the students' report text writing ability after giving the treatment. In this test, the students was given some of the topics. Then, the students make the report text related to the topics.

6. Analyzing the result of the test

The writer analyzed the data to find out whether technique used is effective or not.

I. Validity and Reliability of the Test

1. Validity of the Test

Validity is the most important consideration in developing and evaluating measuring instruments.¹⁴ It means that a good test must have validity, so the test can measure the aspects that was measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

¹⁴Donal Ary *et.al.*, *Op. Cit*, p.225.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was design, content validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁵ It means that to get the content validity, the test adapted with the student's book, that is the test is suitable with the material that teach to the students.

Content validity concerns whether the tests are good reflection of the materials that need to be tested. Content validity refers to instruments that are parallel with the matter that will be measured because in this research the test is intended to measure students' report text writing ability of the eleventh grade of Senior High School. Based on the syllabus, -in the standard competence 6 and basic competence 6.2-, report text is taught at eleventh grade of Senior High School.

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹⁶ It means that construct validity was focused on the aspects of the test which can measure the ability especially for students' report text writing ability. In this research, the writer asked students make a report text test that can measure the students' report text writing

¹⁵John W. Best and James V. Kahn, *Research in Education*, (7th edition), (New Delhi, Prentice-Hall, 1995), p. 295.

¹⁶*Ibid*, p.296.

ability based on the scoring covers five aspects of writing that are adapted from Tribble, and they are, content, organization, vocabulary, language and mechanics. To make sure, the writer consulted to the English teacher of SMA Assalam Tanjung Sari South Lampung, Sutowo, S.Pd for determining whether the test has obtained construct validity or not.

By interviewing the English teacher, he said that I had to use a report text that related with my technique that is used in experimental and control class. Besides, the research instrument is validated by the expert validation of writing.

2. Reliability of the Test

Reliability is the consistency or stability of the values, test scores, or weight measurement.¹⁷ Reliability is a measure of accuracy, consistency, dependability or fairness of scores resulting from administration of particular examination. To ensure the reliability of the scores and to avoid the subjectivity of the writer, the writer used inter-rater reliability. According to Ary *et.al.*, a simple way to determine the reliability of ratings is to have two or more observers independently rate the same behaviors and then correlate the observers' ratings. The resulting correlation is called the inter-rater or inter-observer reliability.¹⁸ It means that, inter-rater reliability used when scores on the test are independently estimated by two or more judges or raters.

¹⁷James B. Schreiber, *Op. Cit*, p.110.

¹⁸Donal Ary, *et.al.*, *Op. Cit*, p.256.

They are the teacher and the writer. The estimate the reliability of the test, the writer used rank order correlation formula as follows:¹⁹

$$\rho_{XY} = 1 - \frac{6\sum D^2}{N(N^2-1)}$$

Notes :

ρ_{XY} : Coefficient correlation ordinal.

D : Difference between first variable score and second variable score so.

That D : $R_1 - R_2$

N : Number of subjects.

Furthermore, to know the degree or the level of the reliability of writing test the writer consulted the criteria of reliability as follows.²⁰

0. 80 – 1. 00 = very high

0. 60 – 0. 80 = high,

0. 40 – 0. 60 = medium

0. 20 – 0. 40 = low

0. 00 – 0. 20 = very low

¹⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p.321.

²⁰*Ibid*, p.319.

From the data gained, the reliability of pre-test was 0.90, while the reliability of posttest was 0.90. Then these results were consulted to the category of reliability test. Based on the category, it was known that the reliability test of pretest and posttest were very high reliability.

J. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable.²¹ To know readability of the report text writing ability test instrument. The participants asked to evaluate instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.²² The questions were tested individually the questionnaire for readability is attached.

The readability of this research was done after the instrument was given to the students to evaluate the instructions and the understandability of each item. After calculating the readability test, the result was 3.63 and that was lower than 4.43. So, the data was readable.

²¹Julien B. Kouamé, *Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010: Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-Literate Participants*, Western Michigan University, Michigan, p.133.

²²*Ibid*, p.133

K. Data Analysis

After collecting the data, the writer was going to analyze the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

1. Fulfillment of the Assumption

Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by writer in many diciplines, including statistic parametric tests to produce accurate result, the assumptions underlying them such as normality and homogeneity test mut be satisfied.

a. Normality Test

The writer used normality test to know whether the data have a normal distribution or not.²³ When the data had been collected, the normality test was applied. In this research, the writer used statistical computation by using *Statistical Package for Social Science* (SPSS) for normality test.

The hypotheses for normality test were formulated below:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria acceptance or rejection of normality test were:

²³ Ag. Bambang Setiyadi, *Op.Cit.*, p.169

H_0 is accepted if $\text{Sig} (p_{\text{value}}) \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$ ²⁴

b. Homogeneity Test

After the normality test, the writer determined the homogeneity of the test. This test is intended to test whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using *Statistical Package for Social Science* (SPSS) for homogeneity of the test.

The hypotheses for the homogeneity test were formulated as follows:

H_0 : The variance of the data is homogenous

H_a : The variance of the data is not homogenous

While the criteria acceptance or rejection of homogeneity test were:

H_0 is accepted if $\text{Sig} (p_{\text{value}}) \geq \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$ ²⁵

c. Hypothetical Test

The data of this research is statistically analyzed. The researcher used group pre-test post-test design where there were two groups (control and experimental), so the data of the research is statistically analyzed with independent sample test to compare the

²⁴ Margono, *Metodologi Penelitian Pendidikan* (Jakarta: PT Rineka Cipta, 2007), p. 194

²⁵ *Ibid.*

mean of two different data from different groups.²⁶ In this case, the researcher used statistical computation by using *Statistical Package for Social Science* (SPSS).

The hypotheses were :

H_a : There is a significant influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade of SMA Assalam Tanjung Sari South Lampung in the academic year of 2016/2017.

H_o : There is no a significant influence of using short text memorization technique towards students' report text writing ability at the second semester of eleventh grade of SMA Assalam Tanjung Sari South Lampung in the academic year of 2016/2017.

While the criteria of the hypothetical test were:

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

H_o is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$ ²⁷

²⁶ Ag. Bambang Setiyadi, *Loc.Cit.*

²⁷ Margono, *Loc. Cit.*

CHAPTER IV RESULT AND DISSCUSSION

A. Result of Research

This research was aimed to know whether there is significant influence of using short text memorization technique toward students' report text writing ability at the second semester of the eleventh grade of SMA Assalam Tanjung Srai South Lampung in 2016/2017 academic year. The total number of the sample were 96 students, two classes were chosen as experimental class and control class.

The instrument of this research was test. Pre-test consisted of instruction to write a text. Pre-test was conducted previously on March 24th, 2017 for class XI IPS 1 as the experimental class and on March 25th, 2017 for class XI IPS 2 as the control class. The pre-test was administrated in order to see the students' score in writing a text. After conducting the three meetings of using short text memorization technique the writer gave the post-test to the sample. The post-test was conducted on April 12th, 2017. The experimental class and on April 15th, 2017 for the control class.

1. Result of pre-test and post-test

a. Result of Pre-test in experimental class

The pre-test was administrated in order to know students' report text writing ability before the treatments given by using short text memorization technique.

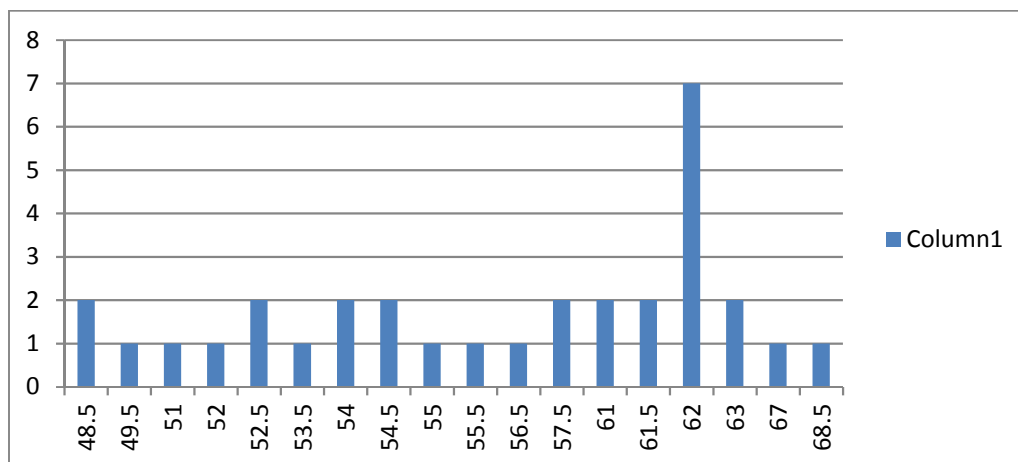


Figure 1
Graphs of The Result of The Pre-test in Experimental Class

Based on figure 1, the mean of pre-test in experimental class was 57.73, and standar deviation on this figure was 5.347, N was 32, median was 57.50, variance was 28.597, and minimum score was 48.5, maximum was 68.5. It showed students' report text writing ability before they got treatments.

b. Result of pre-test in control class

The pre-test was administrated in order to know students' report text writing ability by using free writing technique.

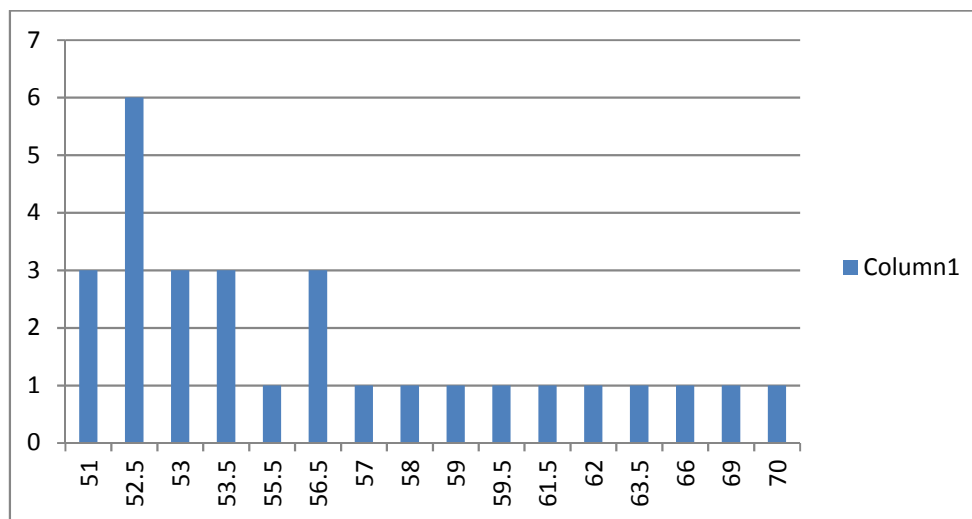


Figure 2
Graphs of The Result of The Pre-test in Control Class

Based on figure 2, the mean of pre-test in control class is 56.38, standar deviation on this figure was 5.273, N was 30, median was 54.25, variance was 27.805, minimum score was 51, maximum was 70. It showed students' report text writing ability before they got treatments.

2. Result of Post-test in Experimental and Control Class

a. Result of post test in experimental class

The post-test was administrated in order to know students' report text writing ability after the treatments are given by using short text memorization technique.

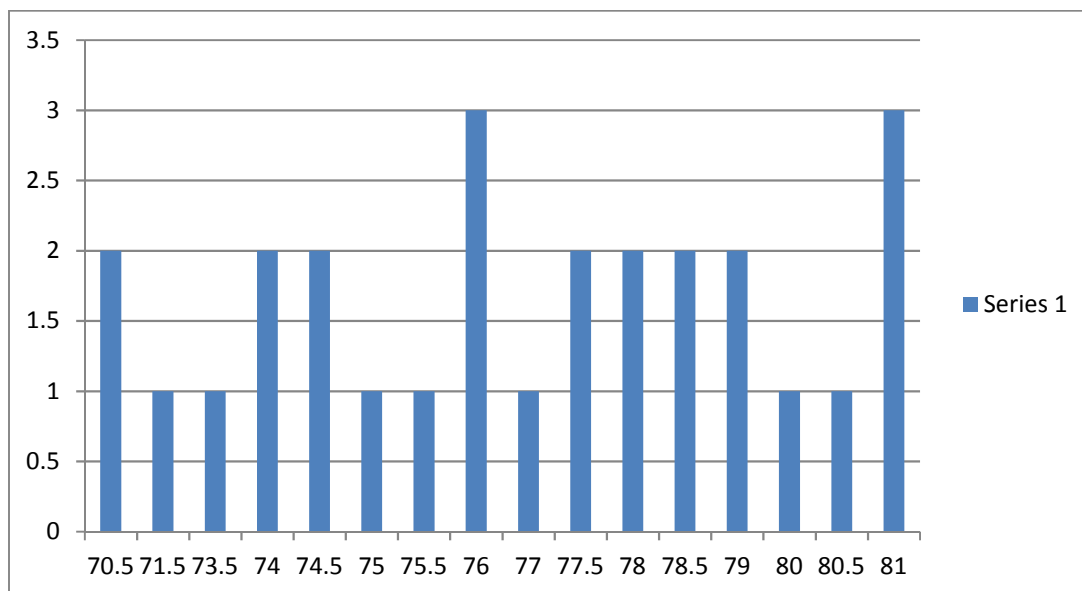


Figure 3
Graphs of The Result of The Post-test in Experimental Class

Based on figure 3, the mean of post-test in experimental class was 77.62 and standar deviation was 3.889, N was 32, median was 77.75, variance was 15.129, minimum score was 70.5, maximum was 86. It showed students' report text writing ability after they got treatments.

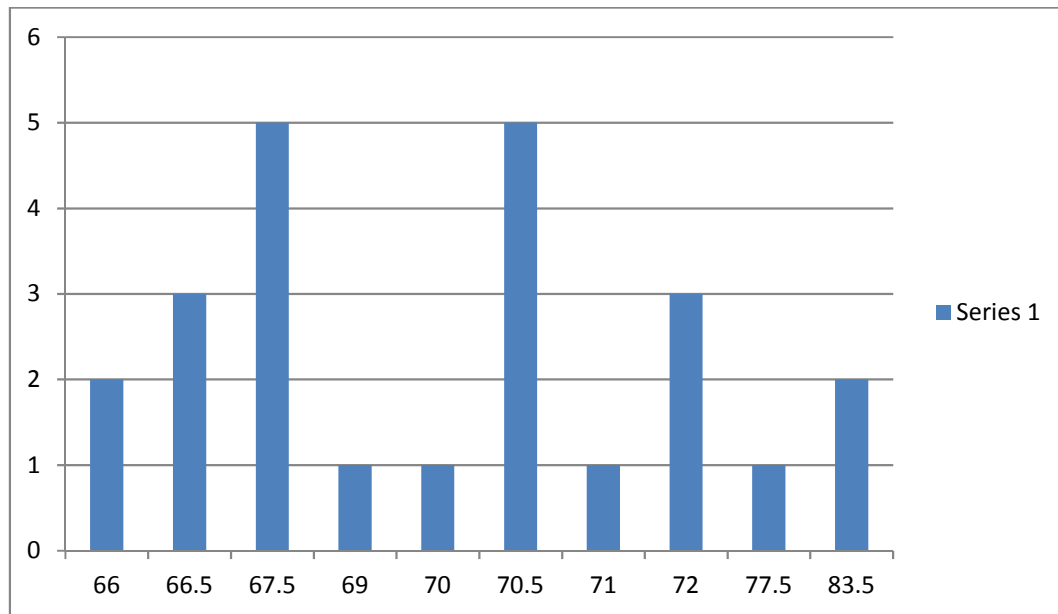


Figure 4
Graphs of The Result of The Post-test in Control Class

Based on figure 4, the mean of post-test in control class was 71.63 and standar deviation on this figure was 5.139, N was 30, median was 70.5, variance was 26.413, minimum score was 66, and maximum score was 83.5. It showed students' report text writing ability after they are taught by using free writing technique.

3. Result of Normality Test

The writer tested normality test after got score of the students in report text writing ability pre-test and post-test of report text using SPSS (Statistical Package for Social Science) version 16.

The hypotheses for normality test are formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution

The criteria of acceptance of the hypothesis for normality test are as follows:

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 5
Normality of the Experimental and Control Class

Tests of Normality				
		Shapiro-Wilk		
		Statistic	df	Sig.
	1	.866	32	.001
	2	.904	30	.010
a. Lilliefors Significance Correction				

Based on the table 5, it can be seen that $\text{Sig. (p}_{\text{value}})$ for experimental class was 0.001 and $\text{Sig. (p}_{\text{value}})$ for control class was 0.010 and $\alpha = 0.05$. It means that $\text{Sig (p}_{\text{value}}) < \alpha$ and H_0 is rejected. The conclusion is the data were not normal distribution.

4. The Result of Homogeneity Test

The writer did this homogeneity test to know whether the data was homogeneous or not. The hypotheses for the homogeneity test were formulated as follows:

H_0 = the variance of the data is homogenous

H_a = the variance of the data is not homogenous

While the criteria for the homogeneity test are as follows:

H_0 is accepted if $\text{Sig} (p_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig} (p_{\text{value}}) < \alpha = 0.05$

Table 6
The Result of Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
gain	Based on Mean	.254	1	60	.616

Based on Table 6, it can be seen that $\text{Sig.} (p_{\text{value}})$ based on mean was 0.616, and $\alpha = 0.05$. It means that $\text{Sig.} (p_{\text{value}}) > \alpha$ and H_0 is accepted. The conclusion is the data have same variance or homogenous.

5. The Result of Hypothetical Test

After the writer knew that the data was normal and not homogeneous, the data was analyzed by using Mann-Whitney U in order to know the significance of the treatment effect. The hypothesis formulas are:

H_a : There is a significant influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade of SMA Assalam Tanjung Sari South Lampung in 2016/2017 academic year.

H_0 : There is no significant influence of using short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade of SMA Assalam Tanjung Sari South Lampung in 2016/2017 academic year.

While the criteria for acceptance and rejection of the hypothesis are:

H_0 is accepted if Sig. (p_{value}) $> \alpha = 0.05$

H_a is accepted if Sig. (p_{value}) $< \alpha = 0.05$

Table 7
The Result of Hypothetical test
Independent sample t-test

Test Statistics ^a	
	gain
Mann-Whitney U	166.500
Wilcoxon W	631.500
Z	-4.424
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: technique

Based on the result obtained in the table 7, it is clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed) of the equal variance assumed 0.000, and the $\alpha = 0.05$. It means that Sig (p_{value}) $< \alpha$, so H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there is any influence of using short text memorization technique towards students' report text writing ability at the second

semester of the eleventh grade of SMA Assalam Tanjung Sari South Lampung in 2016/2017 academic year.

B. Discussion

Based on the students' pre-test and post-test score, it showed that the students' post-test is higher than in pre-test. Short text memorization technique can improve each aspect of students report text writing ability including main idea (topic), language, organization, vocabulary and mechanics. The result of pre-test and post-test also shows that the students who taught by using short text memorization technique got better result than the students who taught by using free writing.

As Allah said on Q.S. Al-Kahf: 109

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ تَنفَدَ كَلِمَاتُ رَبِّي وَلَوْ جِئْنَا بِمِثْلِهِ

مَدَدًا ﴿١٠٩﴾

“Say: if the ocean were ink (wherewith to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it, for its aid”¹

It means that we can express our idea, feeling, and information by writing because Allah also explained for us in the Q.S. Al-Kahf: 109, it can be concluded that writing is one of skill in English that difficult to do in our life and on this surah Allah said

¹ *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), Al-Qolam: 1, p.1138

that if the ocean were ink to write words, it cannot be write all of them. So, we had to practice every day to master this skill because it can improve our vocabulary.

Based on the analysis of the data and the testing hypothesis, the result of independent sample t-test (H_0) is refused and alternative hypothesis (H_a) is accepted. It means that there is any significant influence of using short text memorization technique towards students' report text writing ability, so alternative hypothesis is accepted. After being taught through Short Text Memorization Technique the writer concluded that short text memorization any significant influence of students' report text writing ability. By applying short text memorization technique, students thought critically for students to make various prediction before and during writing.

In conclusion, short text memorization is a kind of technique for teaching writing by asking the students to memorize all of about information in the text that has been given by the English teacher and then they have to re-write the text based on their memorization and their own word on their paper.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, post-test was given to measure the influence of students' writing ability in report text in both classes after the treatments done. The mean score of post-test in experimental class was 77.62 and the mean score of post-test in control class was 71.63. It shows that the students' post-test score in experimental class is higher than students' post-test score in control class.

The result could be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, the writer concluded that there was a significant influence of short text memorization technique towards students' report text writing ability at the second semester of the eleventh grade of SMA Assalam Tanjung Sari South Lampung in the academic year of 2016/2017.

B. Suggestion

Based on the result of this research, the writer proposed suggestions as follows:

1. Suggestion to the teacher

- a. Considering the short text memorization could be used to develop and motivate the students' writing ability, the English teacher should apply short text memorization as one of the ways in teaching writing especially in report text.

- b. Considering the students' problem in writing ability especially in report text during the treatments, the English teacher should give the students more exercises to improve their ability in writing report text.
- c. The teacher should give more chances to the students to be more active, so they have chance to explore their idea in writing form. The teacher should teach the students step by step and do not change the material that students are not able yet. They need guidance at the first time they learn.

2. Suggestion for the students

- a. The students should increase their writing ability especially in report text, because writing is also skills in English that hold many parts of students' activity. By practice writing every day, it will help the students more creative in developing their idea in written form.
- b. The students should learn and be more serious in learning writing in order to develop their writing ability in report text. They also should be active and creative to make a good written especially in report text, so can make the reader feel interest to read it in learning activity.

3. Suggestion for the School

- a. The school should provide facilities, tools, and materials to support the students in learning English especially in writing report text so the students can develop their mastery in writing report text competency.

- b. The school should provide a program of English like as English club. The program can be an extracurricular activity for the students. Furthermore, the students will have opportunity to practice their English competency especially in writing report text.

4. Suggestion for the other writer

- a. In this research, the treatments were done five times. Other writer could spend more time in giving the treatments to the students.
- b. In this research, the writer used short text memorization technique to help students of Senior High School, especially in writing report text ability. The next, writer can conduct this technique on different levels of students. It can be applied at Elementary School and Junior High School. Therefore, it is suggested for the next writer to investigate the influence of using short text memorization towards other English skills such as listening skill, reading skill, and speaking skill.

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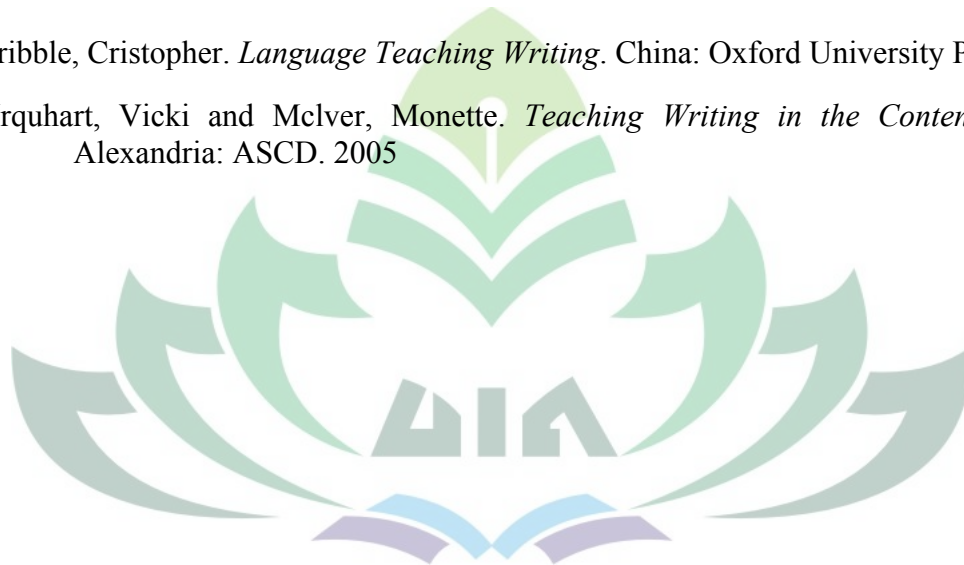
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APPENDIX 1

The Guidelines Interview of English Teacher in Preliminary Research

NO	QUESTIONS	ANSWER	CONCLUSION
1.	How do you get the material to teach the students?		
2.	Is your text book sub-standard?		
3.	Do you think your technique is appropriate?		
4.	What technique that you use in teaching writing of report text?		
5.	Do you have some experience about applying some various technique in deliver the material especially teaching writing in report text?		
6.	Do you teaching media (flash card, simple charts or others) to help you in delivering materials especially teaching writing in report text?		
7.	Can your students understand the material taught by using your technique?		
8.	In your opinion what the problems in teaching writing?		
9.	How many student each the class? Do you feel comfortable teach them?		

APPENDIX 2

The Guidelines Interview of Students in Preliminary Research

NO	QUESTIONS	ANSWER	CONCLUSION
1.	Does your teacher explanation about the lesson briefly especially in writing?		
2.	Have you understand when your teacher teach English especially teaching writing in report text?		
3.	Have your teacher ask you work in group when teaching writing?		
4.	Do you feel enjoy when you learn English especially in writing of report text?		
5.	What do you think about the diffuclties about writing especially in report text?		
6.	What do you feel work in group like as make a small group with your classmate in learning writing of the report text?		
7.	Do you feel compertable learning in the class and with 39-41 students?		

APPENDIX 3

The Result of Interview for English Teacher in Preliminary Research

NO	QUESTIONS	ANSWER	CONCLUSION
1.	How do you get the material to teach the students?	I get materials from many sources like as internet, LKS, and many others sources that support my lesson.	Based on the preliminary research, the teacher used many sources to teach the students not only LKS, but also internet and many others.
2.	Is your text book sub-standard?	Yes, of courses. Because my text book according to KTSP and almost school use this book.	Based on the preliminary research, the teacher used book based on the standard of school that have been used. The standard of book was KTSP.
3.	Do you think your technique is appropriate?	Yes, I do. I think my technique motivates the students to understands the lesson especially writing skill.	Based on the preliminary research, the teacher said that he made the students easy to understood and motivated to follow the lesson.
4.	What technique that you use in teaching writing of report text?	I use lecturing technique because we know that lecturing technique is a technique that students are presented a text and are asked to translate the text, doing excercies and test: writing essays and focusses on grammatical rules. Before, I teach my students in writing report text I teach about tenses.	Based on the preliminary research, the teacher used lecturing technique to taught writing and before the teacher asked students to write report text the teacher explained about the materials first.
5.	Do you have some experience about applying some various technique in deliver the material especially teaching writing in	No I do not. Because if I want to use various technique in teaching writing so, I must have a some of properties like as laptop but in this school do not prepare it.	Based on the preliminary research, the teacher did not have some experience about applying some various techniques in deliver the material especially teaching

	report text?		writing in report text because the school did not support.
6.	Do you teaching media (flash card, simple charts or others) to help you in delivering materials especially teaching writing in report text?	No, I do not. Because I still use my book and explained about the materials before they writing in report text.	Based on the preliminary research, the teacher never used media (flash card, simple charts or others) in teaching writing.
7.	Can your students understand the material taught by using your technique?	Yes, they can. Because I think my technique is appropriate for them. I also explained the materials briefly.	Based on the preliminary research, the teacher used the technique that appropriate to taught the students.
8.	In your opinion what the problems in teaching writing?	In my opinion there are many problems in teaching writing like as the srudents feel sleeply, there are some srudents do not like writing, and when I explained about the materials they talk with their friend so, make the situation or class be noisy.	Based on the preliminary research, the teacher has many problems like as there were many students felt sleeply and noisy in writing lesson.
9.	How many student each the class? Do you feel comfortable teach them?	Each the class have different number of students but each of the class have 39-41 students. In my opinion, I do not comfortable because there are many students I get difficulties in learning process because I must spend my voices hardly.	Based on the preliminary research, the teacher felt confuse to manage the students at the class because there are many students at the class and he should spend many energy to manage the class.

APPENDIX 4

The Result of Interview the Students in Preliminary Research

NO	QUESTIONS	ANSWER	CONCLUSION
1.	Does your teacher explanation about the lesson briefly especially in writing?	Yes, he does. Because Mr. Sutowo always give explanation briefly for example: he always explained about the tenses of report text and he give example about the report text with the simple paragraph.	Based on the preliminary research, the students said that the teacher explained the materials briefly about the report text.
2.	Have you understand when your teacher teach English especially teaching writing in report text?	Yes, we have. But, sometimes we do not understand about the materials because the materials is difficult and we feel bored.	Based on the preliminary research, the students felt have difficulties to understand the materials when the teacher explained it, so they felt bored.
3.	Have your teacher ask you work in group when teaching writing?	No, never. Because Mr. Sutowo always explained about the materials in front of class and then, we discuss about the it and translate the paragraph. finnally, he ask us to make a simple story like as report text by individual.	Based on the preliminary research, the students said that teacher just explained about the materials in front of class without asked the students worked by group.
4.	Do you feel enjoy when you learn English especially in writing of report text?	No, we do not. Because we think the technique that is used by our teacher is old technique so, can make us feel bored and sleeply. For exmple for our class have English lesson at the afternoon it make we feel bored and difficult to get ideas in writing.	Based on the preliminary research, the students felt bored in learning writing because the teacher used old technique and the English subject at afternoon so, make them fell sleepy and bored. They felt difficult to get an idea in writing report text.
5.	What do you think about the diffiulties about writing especially in report text?	We think the difficulties in writing report text likes as almost all of us difficulties in grammar, vocabulary,	Based on the preliminary research, the students felt difficult in grammar, vocabulary, punctuation, and

		punctuation, and we still confuse about the report text.	we confused about the report text writing. They have ideas in their brain but, they still confused to start in writing.
6.	What do you feel work in group like as make a small group with your classmate in learning writing of the report text?	We think it is not good idea. Because if we write a report text in a group, it can make us difficult to decide one idea to write, because everyone has different idea.	Based on the preliminary research, the students felt disagree in teaching writing by group and they didn't feel enthusiasm to heard that.
7.	Do you feel comfortable learning in the class and with 39-41 students?	Yes, of course because we think it's not problem for us with many students and one of each other feel friendly. We think the most problems is the technique used by the teacher. If the teacher use creative technique so, we can feel comfortable to understand the lesson. But, if the teacher use the bored technique so, we can feel bored, sleeply in the class, and noisy.	Based on the preliminary research, the students felt comfortable in big class or many students at the class but, the teacher should use creative technique in teaching learning especially in writing.

APPENDIX 5

Instrument of Pre-Test

Subject : English
Sub Matter : Writing
Sub Subject Matter : Report Text Writing
Class/ Semester : XI/II

Instructions:

1. Make a report text that consists of at three paragraphs (one paragraph of identification and two paragraphs of description) and 50 minutes for time allocation!
2. Your test will be analyzed based on the aspects of writing:
 - Content
 - Organization
 - Vocabulary
 - Language
 - Mechanics
3. Your apart test should consist of generic structure.
4. Write text by choosing one of the topic below:
 - Earthquake
 - Teacher's day
 - Corruption

a. Earthquake



b. Teacher's day



c. Corruption



APPENDIX 6

Instrument of Post-Test

Subject : English
Sub Matter : Writing
Sub Subject Matter : Report Text Writing
Class/ Semester : XI/II

Instructions:

1. Make a report text that consists of at three paragraphs (one paragraph of identification and two paragraphs of description) and 50 minutes for time allocation!
2. Your test will be analyzed based on the aspects of writing:
 - Content
 - Organization
 - Vocabulary
 - Language
 - Mechanics
3. Your apart test should consist of generic structure.
4. Write text by choosing one of the topic below:
 - Flood
 - Independence day
 - Fire

a. Flood



b. Independence day



c. Fire



APPENDIX 7

Student's Writing Score of SMA Assalam Tanjung Sari South Lampung

Kelas : XI IPA

Study : English

No	Nama	M/F	Nilai
1	ADITYA APRILianto	M	58
2	ANANDA MUDRIKA AZZAHRA	F	78
3	AJUDIN	M	60
4	AKBAR NUGROHO	M	66
5	ALDI ARIYA	M	72
6	ALFANI	F	70
7	AMALIA TATA RENATA	F	72
8	AMALYA	F	70
9	ANDINI FIANIKA SARI	F	65
10	ANIS OKTAVIANI	F	80
11	ARMEN PISKA JAYA	M	81
12	BERI OKTA FIANDI	M	74
13	CHALISTA QORI' ANANDA	F	65
14	DEYANUR PUTRID OCTARIANA	F	68
15	ECI WIDYA MULYANINGSIH	F	70
16	EGI HAZMI ANANTO	M	58
17	EFAN TORO	M	56
18	FEBRI ANDIKA	M	71
19	FITRIYANI	F	56
20	INDAH KUSUMA	F	58
21	IRFAN ADITYA	M	68
22	JEFRI AGUS WIJAYA	M	72
23	JESSY FITRIANA	F	70
24	LOLYTA MUTIARA PUTRI	F	76
25	M. AGUNG	M	70
26	M. ALDRIANSYAH	M	65
27	MONIKA YOLANDA	F	78
28	PEBRIANA PUTRI	F	82
29	RAHMAT SAPUTRA	M	64
30	RHEZA FEBRIANSYAH	M	80
31	RIKI ADJIE PRADANA	M	60
32	SARTIKA DEWI	F	78
33	SHERLY OKTAVIANI	F	66
34	SISKA RAHAYU NURLATIFAH	F	60

Student's Writing Score of SMA Assalam Tanjung Sari South Lampung

Kelas: XI IPS 1

Study: English

No	Nama	M/F	Nilai
1	ABDUL MULUK WIJAYA	M	68
2	ADEEVA DZAHIN	F	66
3	ALDI PRAYOGA	M	70
4	ANGGI RAHAYU	F	70
5	AMEL DEWI EMILIA	F	58
6	ARUM SEKAR TANJUNG	F	78
7	CICI UTAMI	F	80
8	DELA AYU SAFITRI	F	68
9	DENI RIO SAPUTRA	M	68
10	DERI KURNIADI	M	66
11	DESTIAN RAMADHANI	M	70
12	DEVAN NURULLAH	M	74
13	FERLIN GALUH PRATAMA	M	74
14	IFFAH ISTIQOMAH	F	70
15	IIP KURNIAWAN	M	74
16	IMEL YUNI ANDRIANI	F	78
17	INDAH PURWANTI	F	68
18	JOVI ADI PRATAMA	M	68
19	KIKI APRILIA	F	72
20	KENANDA	M	70
21	LEGIYANTO	M	70
22	LENI MARLINA	F	66
23	M. HAFIDZ MAULANI	M	66
24	MAYA SAPUTRI	F	65
25	MIA MEICHA SARI	F	80
26	NABILA MUAZIZAH	F	58
27	RAHMA NUR LATIFAH	F	70
28	RARA SAPUTRI	F	70
29	RENA ANGGRAINI	F	66
30	RIRIS ANGGRAINI	F	65
31	SISKA HANDAYANI	F	68
32	SUSI SUSANTI	F	72

Student's Writing Score of SMA Assalam Tanjung Sari South Lampung

Kelas: XI IPS 2

Study: English

No	Nama	M/F	Nilai
1	ADEL PUTRI SARTIKA	F	80
2	ADI NUGROHO	M	60
3	ADI SAPUTRA	M	60
4	ADISA GUSTIA NINGSIH	F	60
5	ANGGI JULI SETIAWAN	M	58
6	ANISA NURULITA	F	58
7	ANIS NIRMALA	F	68
8	BAGUS RIYADI	M	68
9	BRILLIAN ANGGITA SARI	F	66
10	DEA AMELIA WATI	F	70
11	DEDE SATRIO	M	70
12	DEWI ANTASARI	F	60
13	FERA KHOLIDAH	F	60
14	FERDIANSYAH	M	58
15	FIKI SERLI SAPUTRA	M	58
16	HELEN DEWI AMELDA	F	60
17	JULIANA SAPUTRI	F	66
18	M. WILLY ZAKARIA	M	66
19	NENENG MULYANINGSIH	F	66
20	NIKO SAPUTRA	M	70
21	NOVA ELLIKA SARI	F	65
22	NOVIA SAPUTRI WIJAYANTI	F	72
23	NOVITA SARI	F	68
24	NURAINI	F	68
25	NUR KHANASAH	F	58
26	NUR KHOLISIAH	F	58
27	PRITA FEBRIANA	F	72
28	RAHMAT SUSANTO	M	70
29	RAHMI NUR WAFIQ	F	66
30	WANTI KARTIKA SARI	F	78

WRITING TEST FOR PRE-TEST

Name :

Class :

Subject : English

Sub Matter : Writing (Analytical Exposition Text)

Time allocation : 45 minutes

Directions :

1. Write your name and your class clearly on the paper.
2. You may use dictionary.
3. Use your time effectively.
4. Work individually.

Instructions :

1. Make an analytical exposition text that consist of 150-200 words.
2. Write an analytical exposition text by choosing one of the topics below:
 - ✓ Handphone
 - ✓ Games
 - ✓ Fast Food

WRITING TEST FOR POST-TEST

Name :

Class :

Subject : English

Sub Matter : Writing (Analytical Exposition Text)

Time allocation : 45 minutes

Directions :

1. Write your name and your class clearly on the paper.
2. You may use dictionary.
3. Use your time effectively.
4. Work individually.

Instructions :

1. Make an analytical exposition text that consist of 150-200 words.
2. Write an analytical exposition text by choosing one of the topics below:
 - ✓ Laptop
 - ✓ Smoking
 - ✓ Learning English

EXPERT VALIDATION FORM FOR WRITING TEST

Direction :

For each question, please give your response by ticking (√) a box representing your choice.

No	Question	Yes	No	Comment
1.	Do the indicators in the test instrument have covered all aspect measured?			
2.	Are the direction and instruction of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assesment rubric has covered all aspects and indicators measured?			
5.	Is the assesment rubric quite understandable?			

General Comments :

Please give any comment or suggestions you may have concerning this test development.

Validator

Nur Syamsiah, M.Pd

EXPERT VALIDATION FORM FOR WRITING TEST

Direction :

For each question, please give your response by ticking (√) a box representing your choice.

No	Question	Yes	No	Comment
1.	Do the indicators in the test instrument have covered all aspect measured?			
2.	Are the direction and instruction of test instrument clear enough?			
3.	Is the time allocation quite effective?			
4.	Does the assesment rubric has covered all aspects and indicators measured?			
5.	Is the assesment rubric quite understandable?			

General Comments :

Please give any comment or suggestions you may have concerning this test development.

Validator

.....

APPENDIX 9

READABILITY OF THE WRITING SHEET

Name :

Class :

Instruction:

Please give a checklist on the table and give score on the scale.

No	Question	Yes	No	Scale (1-10)*	Comment
1.	Apakah anda paham dengan perintah (instruction) no.1?				
2.	Apakah anda paham dengan perintah (instruction) no.2?				
3.	Apakah anda paham dengan perintah (instruction) no.3?				
4.	Apakah anda paham dengan perintah (instruction) no.4?				

***Skala 1 mengidentifikasi bahwa soal dapat dengan mudah dimengerti**

***Skala 10 mengidentifikasi bahwa soal sulit untuk dimengerti**

APPENDIX 10

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL CLASS)

Satuan Pendidikan : SMA Assalam Tanjung Sari South Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/II
Pertemuan ke : I (Experimental Class)
Alokasi Waktu : 2 x 45 Menit
Skill : Writing

Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

6. 2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

Indikator

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi makna kalimat dalam teks yang dibaca
3. Mengidentifikasi kejadian dalam teks yang dibaca
4. Mengidentifikasi proses sebuah peristiwa
5. Menulis teks berbentuk *report* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar:

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk report.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks report.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks report.
4. Siswa mampu menulis teks berbentuk report dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

B. Materi Ajar

1. Report Text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment. Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

2. Rhetorical structures which are used in report:

1. General classification: tells what the phenomenon under discussion.
2. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

3. Language features of report such as:

1. Use timeless present tense
2. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)

3. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
4. Use descriptive language (color, shape, size, function, habit, behavior)
5. Use technical terms.

Example:

Tornado Destroyed Houses in Jember and Bali

Torrential rains accompanied by strong winds destroyed dozens of homes. People who are living in a village in Jember, East Java did not believe that their homes were destroyed because of a tornado. As shown in IndoTV Afternoon News, Thursday (20/03/2014), when the incident took place, the people overloaded by fleeing. “The wind was so strong we all ran out of the house because the roof and tiles scattered,” said a villager. The residents whose houses broken have to evacuate to a neighbor’s house whose house survived from tornado. The incident resulted loss up to tens of millions dollars.

Meanwhile, a tornado knocked down power lines and a number of trees in Denpasar Street, Gilimanuk, Bali. As a result, electricity and telephone were disconnected. Strong winds also destroyed a temple there. “The strong winds knocked down the fences outside and flew roof’s temple,” said one of residents. According to BMKG Region III Denpasar, Bali, The strong winds that occurred in Bali called gusty wind which has speed 34 knots per hour (AN).

C. Metode Pembelajaran

Short text memorization technique

D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre- activity) <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi siswa terkait materi yang akan dipelajari. - Guru memberikan gambaran tentang materi yang akan diajarkan. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan. 	10 menit
2	Inti (while- activity) <p>1. Eksplorasi</p> <ul style="list-style-type: none"> - Beberapa siswa diminta untuk menjelaskan materi teks report yang sudah dipelajari minggu lalu kepada siswa yang lainnya. - Siswa dibagikan text report yang bertema "Tornado". <p>2. Elaborasi</p> <ul style="list-style-type: none"> - Siswa diminta untuk membaca text report tersebut secara berpasangan dengan teman sebangkunya. - Setiap siswa harus mengingat informasi yang ada dalam teks, yang berkaitan dengan what, who, when, where, why, dan how. - Kemudian setiap siswa menyiapkan kertas satu lembar untuk menuliskan teks sesuai dengan informasi yang didapatkan dalam teks yang telah mereka dapatkan. 	60 menit

	<ul style="list-style-type: none"> - Setelah setiap siswa mengingat setiap informasi dalam teks tersebut, selanjutnya siswa di berikan pertanyaan tentang informasi yang ada dalam teks tersebut dengan teman sebangkunya. - Siswa yang belum bisa mengingat dengan benar informasi tersebut maka teman yang lain membantu mengingat nya. - Siswa diminta untuk menulis teks report. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> - Siswa mengumpulkan hasil dari membuat cerita teks report dan guru menilai hasil mereka. 	
3	<p>Penutup (post- activity)</p> <ul style="list-style-type: none"> - Siswa diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan terutama dalam menulis cerita yang terdapat pada teks report. - Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan. - Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa. 	10 menit

E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas XI
- Media: *white board, board marker, Story text.*

F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text

3. Penilaian :

Kemampuan siswa dalam membuat report text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
Jumlah		100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,2017

Mahasiswa Peneliti,

SUTOWO, S.Pd

RIYANTI LESTARI

NPM. 1211040087

Mengetahui,
Kepala Sekolah

SUDARNO, S.Pd.I

APPENDIX 11

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL CLASS)

Satuan Pendidikan : SMA Assalam Tanjung Sari Lampung Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/ II
Pertemuan ke : 2 (Experimental Class)
Alokasi Waktu : 2 x 45 Menit
Skill : Writing

Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar

6. 2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

Indikator

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi makna kalimat dalam teks yang dibaca
3. Mengidentifikasi kejadian dalam teks yang dibaca
4. Mengidentifikasi proses sebuah peristiwa
5. Menulis teks berbentuk *report* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk report.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks report.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks report.
4. Siswa mampu menulis teks berbentuk report dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

B. Materi Ajar

1. Report Text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment. Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

2. Rhetorical structures which are used in recount

1. General classification: tells what the phenomenon under discussion.
2. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

3. Language features of recount such as:

1. Use timeless present tense
2. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
3. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)

4. Use descriptive language (color, shape, size, function, habit, behavior)
5. Use technical terms.

Example:

Unique traditions to celebrate New Year's in Indonesia

Citizen6, Jakarta within days we will leave 2016. Well in welcoming the year 2016, a variety of events to enliven the New Years Eve was made of people across the world. New Year's celebration is usually a major event that is celebrated every year in various countries, including Indonesia. Here are some things that a country when people celebrate New Year's Eve.

Trumpet: the new year definitely identical to this one thing. The trumpet is very closely linked to the New Years Eve celebrations. Usually the trumpeter also knows no boundaries of age, ranging from small children to adults. Entering the month of mid-December, usually traders trumpet has been brisk walks in the various regions.

Fireworks: every New Year celebration, fireworks are synonymous with a moment of turn of the year. It is already a tradition in the world. In fact, every country has their local specialty fireworks for the New Year.

Concert: the New Year also celebrated with a concert that took place in several places of interest to entertain the public until the New Year's arrives. Usually, this concert was also enlivened y the musicians of the country.

C. Metode/Technique Pembelajaran:

Short text memorization technique

D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre-activity) - Guru mengucapkan salam ketika memasuki kelas	10 menit

	<ul style="list-style-type: none"> - Berdo'a bersama - Guru memberikan motivasi siswa terkait materi yang akan dipelajari. - Guru memberikan gambaran tentang materi yang akan diajarkan. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan. 	
2	<p>Inti (while- activity)</p> <p>1. Eksplorasi</p> <ul style="list-style-type: none"> - Beberapa siswa diminta untuk menjelaskan materi teks report yang sudah dipelajari minggu lalu kepada siswa yang lainya. - Siswa dibagikan text report yang bertema "Unique traditions to celebrate New Year's in Indonesia". <p>2. Elaborasi</p> <ul style="list-style-type: none"> - Siswa diminta untuk membaca text report tersebut secara berpasangan dengan teman sebangkunya. - Setiap siswa harus mengingat informasi yang ada dalam teks, yang berkaitan dengan what, who, when, where, why, dan how. - Kemudian setiap siswa menyiapkan kertas satu lembar untuk menuliskan teks sesuai dengan informasi yang didapatkan dalam teks yang telah mereka dapatkan. - Setelah setiap siswa mengingat setiap informasi dalam teks tersebut, selanjutnya siswa di berikan pertanyaan tentang informasi yang ada dalam teks tersebut dengan teman sebangkunya. - Siswa yang belum bisa mengingat dengan benar 	60 menit

	<p>informasi tersebut maka teman yang lain membantu mengingat nya.</p> <ul style="list-style-type: none"> - Siswa diminta untuk menulis teks report. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> - Siswa mengumpulkan hasil dari membuat cerita teks report dan guru menilai hasil mereka. 	
3	<p>Penutup (post- activity)</p> <ul style="list-style-type: none"> - Siswa diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan terutama dalam menulis cerita yang terdapat pada teks report. - Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan. - Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa. 	10 menit

E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas XI
- Media: *white board, board marker, Story text.*

F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat report text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
Jumlah		100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,.....2017

Mahasiswa Peneliti,

SUTOWO,S.Pd

RIYANTI LESTARI

NPM. 1211040087

Mengetahui,
Kepala Sekolah

SUDARNO,S.Pd.I

APPENDIX 12

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (EXPERIMENTAL CLASS)

Satuan Pendidikan : SMA Assalam Tanjung Sari Lampung Selatan
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI/ II
 Pertemuan ke : 3 (Experimental Class)
 Alokasi Waktu : 2 x 45 Menit
 Skill : Writing

Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

6. 2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

Indikator

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi makna kalimat dalam teks yang dibaca
3. Mengidentifikasi kejadian dalam teks yang dibaca
4. Mengidentifikasi proses sebuah peristiwa
5. Menulis teks berbentuk *report* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk report.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks report.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks report.
4. Siswa mampu menulis teks berbentuk report dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

B. Materi Ajar

1. Report Text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment. Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

2. Rhetorical structures which are used in recount

1. General classification: tells what the phenomenon under discussion.
2. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

3. Language features of recount such as:

1. Use timeless present tense
2. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)

3. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
4. Use descriptive language (color, shape, size, function, habit, behavior)
5. Use technical terms.

Example:

Air KSP Java robbed broad daylight

Conspiracy gunman in action at the air savings and loans cooperative in East Java Magersary Permai housing block AD/9 Sidoarjo, during the day and managed to steal the money Rp.346 million, Friday (11/25/2016).

Information gathered at the scene, the plot into action around 12.00 p.m. when the cooperative was being deserted because all the male employees pilgrimage Friday prayers. In the cooperative was only left three female employees. Given the situation, utilized robbers plot straight in and pointed guns to employees this woman. The plot the same family is threatened with sickles and knives.

The conspirators also asked employees who had cornered to show where the money is. After that, they freely take the money saved in a desk drawer and one cupboard before finally escaping. Within minutes, the conspirators succeeded in draining the contents of safe-box.

C. Metode/Technique Pembelajaran:

Short text memorization technique

D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre- activity) - Guru mengucapkan salam ketika memasuki kelas	10 menit

	<ul style="list-style-type: none"> - Berdo'a bersama - Guru memberikan motivasi siswa terkait materi yang akan dipelajari. - Guru memberikan gambaran tentang materi yang akan diajarkan. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan. 	
2	<p>Inti (while- activity)</p> <p>1. Eksplorasi</p> <ul style="list-style-type: none"> - Beberapa siswa diminta untuk menjelaskan materi teks report yang sudah dipelajari minggu lalu kepada siswa yang lainnya. - Siswa dibagikan text report yang bertema "Air KSP Java robbed broad daylight". <p>2. Elaborasi</p> <ul style="list-style-type: none"> - Siswa diminta untuk membaca text report tersebut secara berpasangan dengan teman sebangkunya. - Setiap siswa harus mengingat informasi yang ada dalam teks, yang berkaitan dengan what, who, when, where, why, dan how. - Kemudian setiap siswa menyiapkan kertas satu lembar untuk menuliskan teks sesuai dengan informasi yang didapatkan dalam teks yang telah mereka dapatkan. - Setelah setiap siswa mengingat setiap informasi dalam teks tersebut, selanjutnya siswa di berikan pertanyaan tentang informasi yang ada dalam teks tersebut dengan teman sebangkunya. - Siswa yang belum bisa mengingat dengan benar informasi 	60 menit

	<p>tersebut maka teman yang lain membantu mengingat nya.</p> <ul style="list-style-type: none"> - Siswa diminta untuk menulis teks report. <p>3. Konfirmasi</p> <ul style="list-style-type: none"> - Siswa mengumpulkan hasil dari membuat cerita teks report dan guru menilai hasil mereka. 	
3	<p>Penutup (post- activity)</p> <ul style="list-style-type: none"> - Siswa diminta untuk menanyakan kesulitan mereka dalam memahami materi yang di berikan terutama dalam menulis cerita yang terdapat pada teks report. - Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan. - Beberapa siswa diminta untuk membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa. 	10 menit

E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas XI
- Media: *white board, board marker, Story*

F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat report text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20

Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
Jumlah		100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,.....2017

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SUDARNO,S.Pd.I

APPENDIX 13

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL CLASS)

Satuan Pendidikan : SMA Assalam Tanjung Sari South Lampung
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/II
Pertemuan ke : I (Control Class)
Alokasi Waktu : 2 x 45 Menit
Skill : Writing

Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition* .

Indikator

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi makna kalimat dalam teks yang dibaca
3. Mengidentifikasi kejadian dalam teks yang dibaca
4. Mengidentifikasi proses sebuah peristiwa
5. Menulis teks berbentuk *report* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk recount.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks recount.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks recount.
4. Siswa mampu menulis teks berbentuk recount dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

B. Materi Ajar

1. Report Text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment. Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

2. Rhetorical structures which are used in recount

- a. General classification: tells what the phenomenon under discussion.
- b. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

3. Language features of recount such as:

- a. Use timeless present tense
- b. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
- c. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)

- d. Use descriptive language (color, shape, size, function, habit, behavior)
- e. Use technical terms.

Example:

Tornado Destroyed Houses in Jember and Bali

Torrential rains accompanied by strong winds destroyed dozens of homes. People who are living in a village in Jember, East Java did not believe that their homes were destroyed because of a tornado. As shown in IndoTV Afternoon News, Thursday (20/03/2014), when the incident took place, the people overloaded by fleeing. “The wind was so strong we all ran out of the house because the roof and tiles scattered,” said a villager. The residents whose houses broken have to evacuate to a neighbor’s house whose house survived from tornado. The incident resulted loss up to tens of millions dollars.

Meanwhile, a tornado knocked down power lines and a number of trees in Denpasar Street, Gilimanuk, Bali. As a result, electricity and telephone were disconnected. Strong winds also destroyed a temple there. “The strong winds knocked down the fences outside and flew roof’s temple,” said one of residents. According to BMKG Region III Denpasar, Bali, The strong winds that occurred in Bali called gusty wind which has speed 34 knots per hour (AN).

C. Metode/Technique Pembelajaran:

Free Writing Technique

D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre- activity) <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi siswa terkait materi yang akan dipelajari. - Guru memberikan gambaran tentang materi yang akan diajarkan. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan. 	10 menit
2	Inti (while- activity) <ol style="list-style-type: none"> 1. Eksplorasi <ul style="list-style-type: none"> - Guru menjelaskan tentang pengertian, generic structure, dan tenses di dalam text report. - Guru menjelaskan free writing - Guru menjelaskan langkah-langkah free writing 2. Elaborasi <ul style="list-style-type: none"> - Guru memberikan contoh bacaan text report dan memberikan beberapa informasi yang terdapat dalam text report "elephant". - Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text report. - Guru meminta siswa menulis text report. 3. Konfirmasi <ul style="list-style-type: none"> - Guru meminta beberapa siswa untuk membacakan hasil text yang mereka buat kepada siswa lainnya 	60 menit

	<p>guna menemukan kesalahan yang dialami siswa.</p> <ul style="list-style-type: none"> - Siswa mengumpulkan hasil dari membuat cerita <i>text report</i> dan guru menilai hasil mereka. 	
3	<p>Penutup (post- activity)</p> <ul style="list-style-type: none"> - Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan. - Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan. - Membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa 	10 menit

E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas XI
- Media: *white board, board marker, Story text.*

F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat teks report berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20

Language use	Ketepatan penggunaan bahasa, tingkat kerumitan bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	30
Mechanics	Ketepatan tanda baca dan ejaan.	10
Jumlah		100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,2017

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APPENDIX 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL CLASS)

Satuan Pendidikan : SMA Assalam Tanjung Sari Lampung Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : XI/ II
Pertemuan ke : 2 (Control Class)
Alokasi Waktu : 2 x 45 Menit
Skill : Writing

Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

Indikator

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi makna kalimat dalam teks yang dibaca
3. Mengidentifikasi kejadian dalam teks yang dibaca
4. Mengidentifikasi proses sebuah peristiwa
5. Menulis teks berbentuk *report* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk report.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks report.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks report.
4. Siswa mampu menulis teks berbentuk report dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

B. Materi Ajar

1. Report Text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment. Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

2. Rhetorical structures which are used in report

- a. General classification: tells what the phenomenon under discussion.
- b. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

3. Language features of report such as:

- a. Use timeless present tense
- b. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)

- c. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)
- d. Use descriptive language (color, shape, size, function, habit, behavior)
- e. Use technical terms.

Example:

Unique traditions to celebrate New Year's in Indonesia

Citizen6, Jakarta within days we will leave 2016. Well in welcoming the year 2016, a variety of events to enliven the New Years Eve was made of people across the world. New Year's celebration is usually a major event that is celebrated every year in various countries, including Indonesia. Here are some things that a country when people celebrate New Year's Eve.

Trumpet: the new year definitely identical to this one thing. The trumpet is very closely linked to the New Years Eve celebrations. Usually the trumpeter also knows no boundaries of age, ranging from small children to adults. Entering the month of mid-December, usually traders trumpet has been brisk walks in the various regions.

Fireworks: every New Year celebration, fireworks are synonymous with a moment of turn of the year. It is already a tradition in the world. In fact, every country has their local specialty fireworks for the New Year.

Concert: the New Year also celebrated with a concert that took place in several places of interest to entertain the public until the New Year's arrives. Usually, this concert was also enlivened y the musicians of the country.

C. Metode/Technique Pembelajaran:

Free Writing Technique.

D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre- activity) <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi siswa terkait materi yang akan dipelajari. - Guru memberikan gambaran tentang materi yang akan diajarkan. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan. 	10 menit
2	Inti (while- activity) <ol style="list-style-type: none"> 1. Eksplorasi <ul style="list-style-type: none"> - Guru memberikan beberapa pertanyaan tentang materi text report yang sudah dipelajari minggu lalu kepada siswa siswi. - Guru menjelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure text report. 2. Elaborasi <ul style="list-style-type: none"> - Guru memberikan contoh bacaan text report dan memberikan beberapa informasi yang terdapat dalam text report " Unique traditions to celebrate New Year's in Indonesia". - Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text report. - Guru meminta siswa menulis text report. 3. Konfirmasi <ul style="list-style-type: none"> - Guru meminta beberapa siswa untuk membacakan hasil paragraph yang mereka buat kepada siswa lainnya guna 	60 menit

	menemukan kesalahan yang dialami siswa. - Siswa mengumpulkan hasil dari membuat cerita <i>text report</i> dan guru menilai hasil mereka.	
3	Penutup (post- activity) - Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan. - Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan. - Membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa	10 menit

E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas XI
- Media: *white board, board marker, Story text.*

F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat report text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan	30

	bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	
Mechanics	Ketepatan tanda baca dan ejaan.	10
Jumlah		100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,.....2017

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SUDARNO,S.Pd.I



APPENDIX 15

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) (CONTROL CLASS)

Satuan Pendidikan : SMA Assalam Tanjung Sari Lampung Selatan
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : XI/ II
 Pertemuan ke : 3 (Control Class)
 Alokasi Waktu : 2 x 45 Menit
 Skill : Writing

Standar Kompetensi

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari

Kompetensi Dasar

6.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

Indikator

1. Mengidentifikasi makna kata dalam teks yang dibaca
2. Mengidentifikasi makna kalimat dalam teks yang dibaca
3. Mengidentifikasi kejadian dalam teks yang dibaca
4. Mengidentifikasi proses sebuah peristiwa
5. Menulis teks berbentuk *report* dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

A. Tujuan Pembelajaran

Setelah melakukan kegiatan belajar mengajar,

1. Siswa mampu mengidentifikasi langkah-langkah retorika dalam menulis teks berbentuk report.
2. Siswa mampu mengidentifikasi berbagai informasi rinci dalam teks report.
3. Siswa mampu mengidentifikasi ciri-ciri kebahasaan dalam teks report.
4. Siswa mampu menulis teks berbentuk report dengan akurat, lancar dan berterima sesuai dengan lima aspek dalam menulis seperti content, organization, vocabulary, language, dan mechanic.

B. Materi Ajar

1. Report Text

Report is to describe the way things are, with reference to a range of natural, made, and social phenomena in our environment. According to Linda, Report is a text which describes the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.

2. Rhetorical structures which are used in report

- a. General classification: tells what the phenomenon under discussion.
- b. Description: tells what the phenomenon under discussion is like in terms of: Parts (and their functions), qualities, and habits or behaviors, if living: uses, if non-natural.

3. Language features of report such as:

- a. Use timeless present tense
- b. Use action verbs (climb, eat, erupt) linking verbs (is, has, belongs to)
- c. Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)

- d. Use descriptive language (color, shape, size, function, habit, behavior)
- e. Use technical terms.

Example:

Air KSP Java robbed broad daylight

Conspiracy gunman in action at the air savings and loans cooperative in East Java Magersary Permai housing block AD/9 Sidoarjo, during the day and managed to steal the money Rp.346 million, Friday (11/25/2016).

Information gathered at the scene, the plot into action around 12.00 p.m. when the cooperative was being deserted because all the male employees pilgrimage Friday prayers. In the cooperative was only left three female employees. Given the situation, utilized robbers plot straight in and pointed guns to employees this woman. The plot the same family is threatened with sickles and knives.

The conspirators also asked employees who had cornered to show where the money is. After that, they freely take the money saved in a desk drawer and one cupboard before finally escaping. Within minutes, the conspirators succeeded in draining the contents of safe-box.

C. Metode/Technique Pembelajaran:

Free Writing Technique.

D. Langkah- langkah Pembelajaran

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre- activity) <ul style="list-style-type: none"> - Guru mengucapkan salam ketika memasuki kelas - Berdo'a bersama - Guru memberikan motivasi siswa terkait materi yang akan dipelajari. - Guru memberikan gambaran tentang materi yang akan diajarkan. - Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan. 	10 menit
2	Inti (while- activity) <ol style="list-style-type: none"> 1. Eksplorasi <ul style="list-style-type: none"> - Guru memberikan beberapa pertanyaan tentang materi text report yang sudah dipelajari minggu lalu kepada siswa siswi. - Guru menjelaskan sedikit atau hanya mengulas kembali tentang pengertian dan generic structure text report. 2. Elaborasi <ul style="list-style-type: none"> - Guru memberikan contoh bacaan text report dan memberikan beberapa informasi yang terdapat dalam text report " Air KSP Java robbed broad daylight". - Guru memfasilitasi siswa aktif dengan memberikan tugas writing untuk mengidentifikasi text report. - Guru meminta siswa menulis text report. 	60 menit

	3. Konfirmasi <ul style="list-style-type: none"> - Guru meminta beberapa siswa untuk membacakan hasil paragraph yang mereka buat kepada siswa lainnya guna menemukan kesalahan yang dialami siswa. - Siswa mengumpulkan hasil dari membuat cerita <i>text report</i> dan guru menilai hasil mereka. 	
3	Penutup (post- activity) <ul style="list-style-type: none"> - Guru menanyakan kesulitan siswa dalam memahami materi yang di berikan. - Melaksanakan penilaian dan refleksi dengan mengajukan pertanyaan berdasarkan materi yang telah disampaikan. - Membuat kesimpulan tentang materi yang telah dipelajari. Menutup pelajaran dengan berdoa 	10 menit

E. Sumber/Media Pembelajaran

- Buku: Buku Bahasa Inggris Kelas XI
- Media: *white board, board marker, Story text.*

F. Penilaian hasil Pembelajaran

1. Teknik : Text Tertulis
2. Bentuk Instrument : Menulis Text
3. Penilaian :

Kemampuan siswa dalam membuat report text berdasarkan lima writing aspek.

Aspek	Deskripsi	Skor
Content	Isi sesuai dengan tujuan	20
Organization	Ketepatan pengungkapan ide-ide dan kalimat pendukung dan paragraph.	20
Vocabulary	Ketepatan penggunaan kosa kata	20
Language use	Ketepatan penggunaan bahasa, tingkat kerumitan	30

	bahasa dan tata bahasa yang dipakai sehingga kalimat yang ditulis efektif dan mudah dipahami.	
Mechanics	Ketepatan tanda baca dan ejaan.	10
Jumlah		100

Mengetahui,
Guru Bahasa Inggris

Bandar Lampung,2017

Mahasiswa Peneliti,

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Mengetahui,
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SUDARNO,S.Pd.I

APPENDIX 16



PERANGKAT PEMBELAJARAN
SILABUS PEMBELAJARAN
 PENDIDIKAN BUDAYA DAN KARAKTER BANGSA

Mata Pelajaran : Bahasa Inggris
 Satuan Pendidikan : SMA / MA
 Kelas/Semester : XI / II

Nama Guru :
 NIP/NIK :
 Sekolah :

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

SILABUS PEMBELAJARAN

Nama Sekolah : SMA / MA
 Mata Pelajaran : Bahasa Inggris
 Kelas / Semester : XI / 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
Mendengarkan 1. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	1.1 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisas i) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan	<ul style="list-style-type: none"> Responding to expressions of making, accepting and declining an invitation 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan pendapat/rasa puas dan tidak puas beserta responnya. Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> Mengidentifikasi kata yang didengar Mengidentifikasi makna kata Mengidentifikasi hubungan antar pembicara Mengidentifikasi makna tindak tutur menyampaikan pendapat Merespon tindak tutur menyampaikan pendapat Mengidentifikasi makna tindak tutur menyatakan puas Merespon tindak tutur menyatakan puas Mengidentifikasi makna tindak tutur menyatakan tidak puas Merespon tindak 	Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

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	tidak puas					tutur menyatakan tidak puas • Mengidentifikasi konteks situasi			
	1.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati, memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain,</i>	• Responding to expressions of making and cancelling an Appointment	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menasehati /memperingatkan/meluluskan permintaan dan menyatakan perasaan beserta responnya secara kelompok. • Mendengarkan percakapan transaksional /interpersonal melalui tape secara klasikal	• Mengidentifikasi makna tindak tutur menasehati • Merespon tindak tutur menasehati • Mengidentifikasi makna tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Mengidentifikasi makna tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Mengidentifikasi makna tindak tutur menyatakan perasaan • Merespon tindak tutur menyatakan perasaan	Tertulis (PG dan Uraian) Quiz Tugas		Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dan <i>pleasure</i>								
2. Memahami makna teks fungsional pendek dan monolog berbentuk <i>reports</i> , <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	2.1 Merespon makna yang terdapat dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	• Responding to instructions	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	• Mendengarkan undangan rapat yang disampaikan secara lisan melalui tape secara klasikal. • Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok	• □ Mengidentifikasi topik sebuah teks fungsional pendek yang didengar • Mengidentifikasi informasi tertentu dari teks fungsional pendek yang didengar • Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar.	Tertulis (PG dan Uraian) Quiz Tugas	2 x45 2 x45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	2.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima	• Responding to instructions	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi,	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil	• Mendengarkan sebuah cerita/laporan /exposisi secara klasikal. • Mendiskusikan isi teks yang didengar secara berpasangan. • Mendiskusikan	• Mengidentifikasi <i>main idea</i> dari teks report yang didengar • Mengidentifikasi tokoh dari cerita yang didengar • Mengidentifikasi kejadian dalam teks yang	Tertulis (PG dan Uraian)	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca- paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>		bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok.	didengar • Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan • Mengidentifikasi kasus yang didengar • Mengidentifikasi argumen yang didengar	Tugas	1 x 45 1 x 45	Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Berbicara 3. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari	3.1 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	• Using expressions of making, accepting and declining an invitation	• Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	• Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan)	Bermain peran secara berkelompok	• Menggunakan tindak tutur menyampaikan pendapat • Merespon tindak tutur menyampaikan pendapat • Menggunakan tindak tutur meminta pendapat • Merespon tindak tutur meminta pendapat • Menggunakan tindak tutur menyatakan puas • Merespon tindak tutur menyatakan	Tugas Performans	6 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	dan melibatkan tindak tutur: menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas					puas			Majalah Internet
	3.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menasehati,	<ul style="list-style-type: none"> • Using expressions of making and cancelling an appointment 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok 	<ul style="list-style-type: none"> • Menggunakan tindak tutur menasehati • Merespon tindak tutur menasehati • Menggunakan tindak tutur memperingatkan • Merespon tindak tutur memperingatkan • Menggunakan tindak tutur meluluskan permintaan • Merespon tindak tutur meluluskan permintaan • Menggunakan tindak tutur menyatakan perasaan. • Merespon tindak tutur menyatakan perasaan 	Tugas Performans	4 x 45 4 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

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	memperingatkan, meluluskan permintaan, serta menyatakan perasaan <i>relief, pain, dan pleasure</i>								
4. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk <i>report, narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	4.1 Mengungkapkan makna dalam teks lisan fungsional pendek resmi dan tak resmi secara akurat, lancar dan berterima dalam berbagai konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Performing a monologue of a procedure text 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Menyampaikan undangan lisan secara individu di depan kelas 	<ul style="list-style-type: none"> • Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek 	Performans	2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/Poster Gambar Koran berbahasa Inggris Majalah Internet
	4.2 Mengungkapkan makna dalam teks	<ul style="list-style-type: none"> • Performing a monologue of a procedure 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). 	<ul style="list-style-type: none"> • Melakukan <i>case building</i> berdasarkan 	<ul style="list-style-type: none"> • <input type="checkbox"/> Menggunakan kalimat simple present dalam 	Unjuk kerja	4 x 45	Developing English Competenc

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	monolog dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>	text	keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	<ul style="list-style-type: none"> Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	kelompok pro dan kontra. <ul style="list-style-type: none"> Melakukan debat secara berkelompok dengan tema permasalahan daerah setempat. 	menyampaikan report <ul style="list-style-type: none"> Melakukan monolog berbentuk <i>narrative</i> Melakukan monolog berbentuk <i>analytical exposition</i> Melakukan debat 		4 x 45	ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
Membaca 5. Memahami makna teks fungsional pendek dan esei berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	5.1 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara	<ul style="list-style-type: none"> Identifying the structure of a procedure text 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. Berlatih menggunakan kalimat <i>simple</i> 	<ul style="list-style-type: none"> Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca Mengidentifikasi informasi tertentu dari teks 	Performans Tertulis (PG dan Uraian)	1 x 45 1 x 45 1 x 45	Developing English Competencies ies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player

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	akurat, lancar dan berterima dalam konteks kehidupan sehari-hari		lingkungan, peduli sosial, tanggung jawab	masa depan (punya perspektif untuk masa depan)	<i>present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita	fungsional pendek			OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	5.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>	<ul style="list-style-type: none"> Reading procedure texts 	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks <i>narrative/report/analytical exposition</i> secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca. Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi ciri-ciri dari benda/orang yang dilaporkan Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi argument yang diberikan Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi 	<p>Quiz</p> <p>Tes tertulis</p> <p>Tugas</p>	<p>2 x 45</p> <p>2 x 45</p>	<p>Developing English Competencies for Grade X Senior High School (SMA/MA)</p> <p>Tape</p> <p>Kamus</p> <p>Kaset/CD</p> <p>Tape/CD Player</p> <p>OHP/LCD</p> <p>Foto/ Poster</p> <p>Gambar</p> <p>Koran</p> <p>berbahasa Inggris</p> <p>Majalah</p> <p>Internet</p>

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						tujuan komunikasi teks dibaca			
Menulis 6. Mengungkapkan makna dalam teks esei berbentuk <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari	6.1 Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya <i>banner</i> , <i>poster</i> , <i>pamphlet</i> , dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> • Writing short instructions 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> • Membuat <i>draft</i> teks naratif, berita atau deskripsi dengan melakukan <i>chain writing</i>. • Melakukan koreksi 	<ul style="list-style-type: none"> • Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat • Menulis gagasan utama • Mengelaborasi gagasan utama • Membuat <i>draft</i>, merevisi, menyunting • Menghasilkan <i>banner</i>, <i>poster</i>, atau <i>pamphlet</i> 	Tugas Portofolio	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet
	6.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis	<ul style="list-style-type: none"> • Writing procedure texts 	<ul style="list-style-type: none"> • Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, 	<ul style="list-style-type: none"> • Percaya diri (keteguhan hati, optimis). • Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, 	<ul style="list-style-type: none"> • Membaca nyaring bermakna teks <i>explanation</i> secara individu • Mendiskusikan berbagai aspek dari teks seperti isi, struktur 	<ul style="list-style-type: none"> • Mengidentifikasi makna kata dalam teks yang dibaca • Mengidentifikasi makna kalimat dalam teks yang dibaca 	Tugas Portofolio	1 x 45 1 x 45	Developing English Competencies for Grade X Senior High School

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Penca-paian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar
	secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i>		menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab	enerjik). <ul style="list-style-type: none"> • Pengambil resiko (suka tantangan, mampu memimpin) • Orientasi ke masa depan (punya perspektif untuk masa depan) 	teks, secara berkelompok. <ul style="list-style-type: none"> • Berlatih menggunakan kalimat <i>present tense</i> dalam bentuk kalimat kompleks yang menyatakan proses terjadinya sesuatu dan kalimat yang menyatakan kontra. 	<ul style="list-style-type: none"> • Mengidentifikasi komplikasi dalam sebuah cerita narasi • Mengidentifikasi kejadian dalam teks yang dibaca • Mengidentifikasi proses sebuah peristiwa • Mengidentifikasi argument yang pro dan kontra dalam teks • Mengidentifikasi langkah-langkah retorika dari teks 			(SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet



Pre test in Experimental Class



The Treatment of Experimental Class



The Treatment of Experimental Class



The Treatment of Experimental Class



Classroom in Sma assalam tanjung sari



Post test of Experimental Class



3. The Result of Normality Test

gain	technique	Shapiro-Wilk		
		Statistic	df	Sig.
	experimental	.866	32	.001
	control	.904	30	.010
a. Lilliefors Significance Correction				

4. The Result of Homogeneity Test

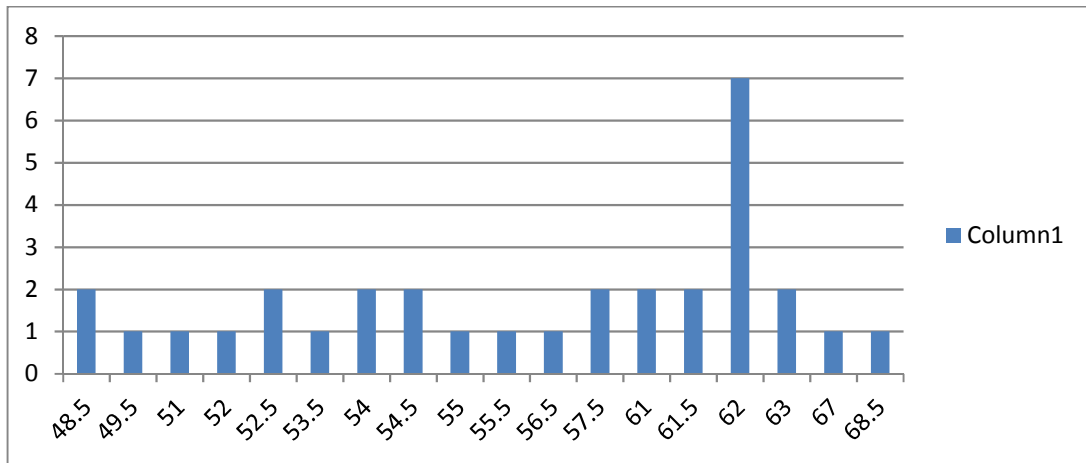
Based on Mean	Levene Statistic	df1	df2	Sig.
	.254	1	60	.616

5. The Result of Hypothetical Test

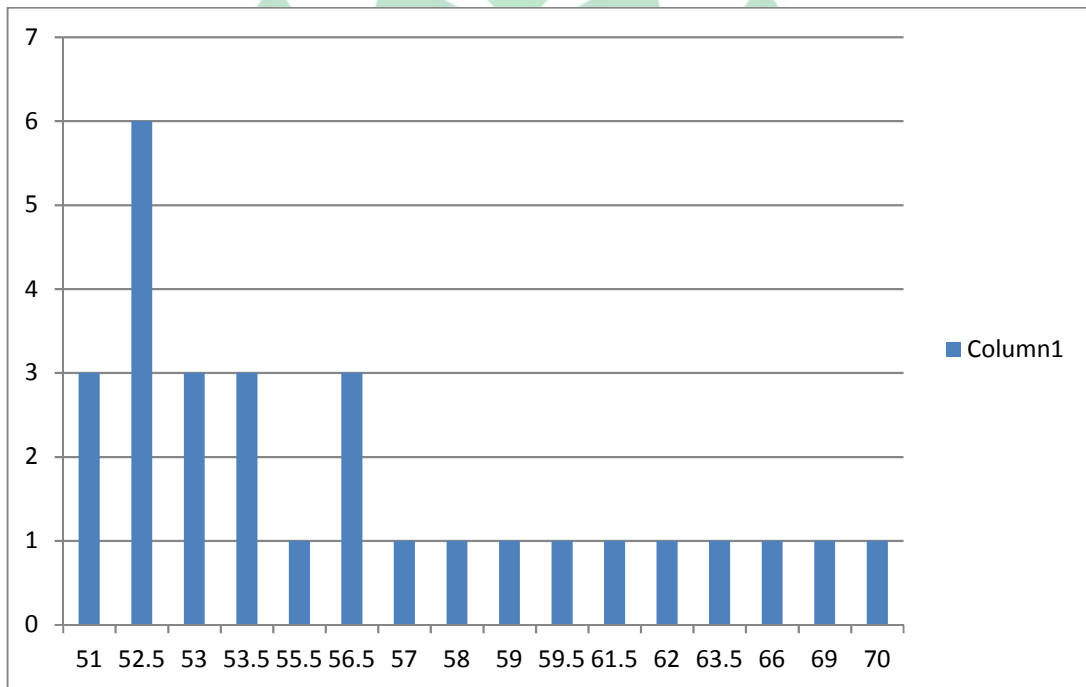
	gain
Mann-Whitney U	166.500
Wilcoxon W	631.500
Z	-4.424
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: technique

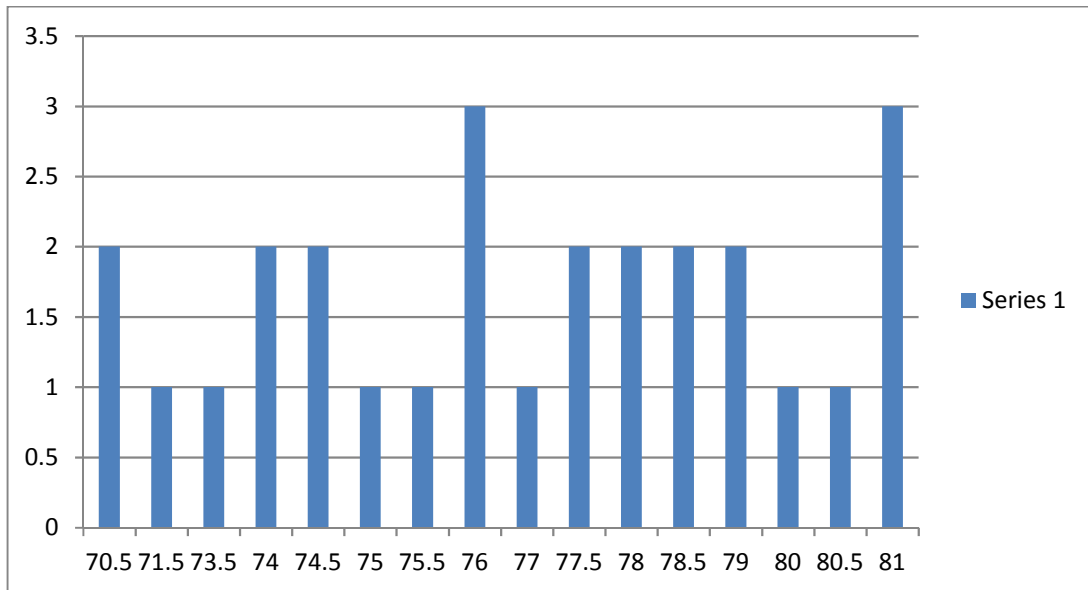
6. The Figure of Pre-test in Experimental Class



7. The Figure of Pre-test in Control Class



8. The Figure of Post-test in Experimental Class



9. The Figure of Post-test in Control Class

